

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180171

Grants.gov Tracking#: GRANT12659178

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180171

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Pittsburgh

* b. Employer/Taxpayer Identification Number (EIN/TIN):

25-0965591

* c. Organizational DUNS:

004514360

d. Address:

* Street1:

Office of Research

Street2:

123 University Place, B21

* City:

Pittsburgh

County/Parish:

* State:

PA: Pennsylvania

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

152132303

e. Organizational Unit:

Department Name:

Division Name:

Asian Studies Center

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Joseph

Middle Name:

* Last Name:

Alter

Suffix:

Title:

Professor

Organizational Affiliation:

* Telephone Number:

412-648-7508

Fax Number:

* Email:

jsalter@pitt.edu

PR/Award # P015A180171

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Priv noprof state-rel ed inst

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center / FLAS (ASC)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant PA-014

* b. Program/Project PA-014

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2019

18. Estimated Funding (\$):

* a. Federal	414,459.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	414,459.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Jennifer

Middle Name: E.

* Last Name: Woodward

Suffix:

* Title: Vice Chancellor for Research Operations

* Telephone Number: 412-624-7400 Fax Number:

* Email: offres@pitt.edu

* Signature of Authorized Representative: Jennifer.Woodward * Date Signed: 06/22/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Pittsburgh

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	59,600.00	101,168.00	101,168.00	111,228.00		373,164.00
2. Fringe Benefits	20,441.00	32,937.00	33,007.00	36,086.00		122,471.00
3. Travel	3,659.00	3,659.00	4,210.00	5,659.00		17,187.00
4. Equipment						
5. Supplies	15,000.00	14,500.00	13,500.00	13,500.00		56,500.00
6. Contractual						
7. Construction						
8. Other	89,225.00	79,665.00	74,925.00	67,325.00		311,140.00
9. Total Direct Costs (lines 1-8)	187,925.00	231,929.00	226,810.00	233,798.00		880,462.00
10. Indirect Costs*	15,034.00	18,554.00	18,145.00	18,704.00		70,437.00
11. Training Stipends	211,500.00	211,500.00	211,500.00	211,500.00		846,000.00
12. Total Costs (lines 9-11)	414,459.00	461,983.00	456,455.00	464,002.00		1,796,899.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 56.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180171

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Pittsburgh		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180171

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jennifer.Woodward	Vice Chancellor for Research Operations
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Pittsburgh	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name
 * Street 1 Street 2
 * City State Zip
 Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input style="width: 150px;" type="text" value="N/A"/>	7. * Federal Program Name/Description: <input style="width: 150px;" type="text" value="N/A"/> CFDA Number, if applicable: <input style="width: 100px;" type="text"/>
--	---

8. Federal Action Number, if known: <input style="width: 150px;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 100px;" type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

b. Individual Performing Services (including address if different from No. 10a)
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

 * Signature:
 * Name: Prefix * First Name Middle Name
 * Last Name Suffix
 Title: Telephone No.: Date:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA427.pdf

Add Attachment

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There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Pittsburgh

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Joseph		Alter	

Address:

Street1:	4400 Wesley W. Posvar Hall
Street2:	230 South Bouquet Street
City:	Pittsburgh
County:	Allegheny
State:	PA: Pennsylvania
Zip Code:	152600000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
412-648-7370	

Email Address:

jsalter@pitt.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

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Acronyms

AAS	Association of Asian Studies
ACTFL	American Council on the Teaching of Foreign Languages
ASC	Asian Studies Center
ASConnect	Asian Studies Alumni Connection Portal
CCVD	Contemporary Chinese Village Data
CEAL	Council on East Asian Libraries
CI	Confucius Institute
CLS	Critical Language Scholarship
COMPASS	Competency and Program Assessment
DSAS	Dietrich School of Arts and Sciences at the University of Pittsburgh
EA	East Asia
EAGLE	East Asia Gateway for Linking Educators
EAL	East Asia Library
EALL	Department of East Asian Languages & Literatures
EAS	East Asian Studies
FLAC	Foreign Language Across the Curriculum
GIF	Global ILL Framework
GSPIA	Graduate School of Public and International Administration
HBCU	Historically Black Colleges and Universities
HSK	Standardized Chinese language proficiency test
IDMA	Interdisciplinary Master of Arts
ILL/DD	Interlibrary Loan/Document Delivery
JASP	Japan-America Society of Pennsylvania
JET	Japan Exchange and Teaching
LCTL	Less Commonly Taught Languages
MAR/AAS	Mid-Atlantic Region Association of Asian Studies
MEPPI	Mitsubishi Electric
MSI	Minority-Serving Institution
NCTA	National Consortium for Teaching about Asia
OPI	Oral Proficiency Interview
PAC	Pittsburgh Asia Consortium
PAGE	Partnership for Advancing Globalized Education
Pitt	University of Pittsburgh
PMFs	Performance Measurement Forms
SAO	Study Abroad Office
SEALS	Summer East Asian Language Studies
SLO	Student Learning Outcomes
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
UCIS	University Center for International Studies
UPMC	University of Pittsburgh Medical Center

INTRODUCTION

For nearly fifty years, the University of Pittsburgh (Pitt) Asian Studies Center (ASC) has been an essential resource for the campus and the community in building connections with Asia through its expertise, programs, and international collaborations. With the appointment of a new chancellor in 2014, Pitt made a deep commitment to global learning by making it a central priority of its mission statement. Poised to engage with Pitt's global strategic approach, ASC will build on a legacy of equipping hundreds of area studies experts who serve in a wide range of fields and help to not only educate professional and lay audiences, but also foster debate and understanding about the region. The ASC effectively leverages financial commitment from the University with its own endowments and external grants from agencies such as the Japan Foundation, the Freeman Foundation, the Chiang Ching-kuo Foundation, and the Korea Foundation to develop new resources on East Asian Studies (EAS) and create outstanding academic programs. Dynamically redefining area studies, ASC leadership is committed to promoting a broader transnational perspective on East Asia (EA) through research and teaching, expanding connectivity with digital humanities as a tool for study and access, supporting advancements in language acquisition, and fostering engagement with educators and the public locally, regionally, and nationally through its award-winning outreach.

This proposal requests support to expand ASC's established successful programs and strategically build new initiatives to promote area studies and advanced language acquisition around the theme of *East Asia and the World: Interactions and Connectivity*. In cooperation with its Faculty Advisory Board, EAS faculty, and affiliated departments, ASC will enhance EAS with a global perspective that assesses East Asia's impact beyond the continent and will pair it with the growing interest in digital humanities as a tool for research and teaching. Together, the programs and initiatives described in this proposal provide a strategic opportunity to wed East Asia's

increasingly robust global interactions with advancements in language acquisition and technological innovations in scholarship and the sharing of research. Combining NRC funding with Pitt's recent \$1 million investment in its global strategic approach, EA-related activities are integrated into an institution-wide platform that will not only guide transformation across all academic units, but also expand Pitt's impact through transnational learning, research, and community engagement.

A. PROGRAM PLANNING AND BUDGET

A.1. Quality and Relation to Purpose of NRC Program: With requested funding for an NRC, ASC will train a new generation of area and language specialists to fill national needs through exposure to diverse perspectives and a wide range of views on East Asia and international affairs (**AP1**); equip educators at all levels to prepare the next generation (**AP2**); expand access to EAS resources with an emphasis on new media; offer outreach programs designed to meet competitive priorities to collaborate with Minority-Serving Institutions (MSIs) and community colleges (**CP1**); and develop new teacher education programs in world languages and international studies (**CP2**). To reflect a wide range of perspectives, the budget is organized around the theme of *East Asia and the World: Interactions and Connectivity*.

Objective 1: Provide new opportunities for the study of key LCTL languages and area studies (FLAS CP2). Responding to the significant rise in student interest in Korean Studies, Pitt invested in a visiting assistant professor and established a Korean minor in 2015. To support the continued growth in accordance with the Department of East Asian Languages & Literatures (EALL), ASC requests funds for additional instructors at the beginning and advanced levels of Korean as well as course support at the advanced level in Chinese, Japanese, and Vietnamese. Support is also requested to help establish a permanent Senior Lecturer in Korean Language and Culture. ASC plans to introduce instruction in Tibetan through a partnership with the University

of Virginia as part of our Global Asia focus. New Foreign Language Across the Curriculum (FLAC) trailer sections in connection with existing courses will be created for the humanities and STEM fields as an innovative way to learn advanced level East Asian languages. A dedicated FLAC coordinator, shared with the other University Center for International Studies (UCIS) units, will work closely with Pitt language departments and areas studies centers to provide ongoing support for planned courses. Opportunities overseas, particularly internships in China and Japan and study abroad programs, will provide students a place to employ their language skills in professional settings.

Objective 2: Build interdisciplinary content into new courses in Global Asia and Digital East

Asia (AP1, AP2). New courses developed in related academic departments will complement current offerings as our academic agenda reflects a broadened perspective of Asia in the world and the technology that impacts it. ASC faculty will develop new courses on Comparative Regionalism of Europe & East Asia (Political Science), Contemporary Chinese Nonfiction Writing (English), Religion and Medicine in East Asia (Religious Studies), and Healthcare in East Asia (Nursing). Pop-up courses tied to ASC conferences or lecture series will provide the opportunity for in-depth exploration on the topics presented. Most pop-up courses will be one credit so that students with demanding course loads, such as those in the professional schools, can still engage in the interdisciplinary study of EA. Pop-up courses are planned to accompany conferences as varied as *Buddhism and Politics on the Margins of East Asia*, *Mapping Maritime Continuity Between East Asia and Africa*, and *Asia Pop: The Global Spread of Asian Popular Music*. An interdisciplinary capstone course on *Global East Asia*, where students can reflect on their course of study in East Asia and conclude with a research paper that culminates their academic pursuit, will involve several departments.

Objective 3: Expand and strengthen partnerships with Minority-Serving Institutions (MSI)

and community colleges (CP1). NRC, Pitt, and external funding will be employed to strengthen and diversify current outreach programming that organized 44 events in 2016–2017, impacting hundreds of teachers and thousands of students and community members. For example, ASC will continue its current faculty development workshops with two HBCUs (Historically Black Colleges and Universities) and six Title III/V-eligible institutions that are part of the Nine University and College International Studies Consortium of Georgia. Since 2012, ASC has organized seven workshops for this Consortium with other UCIS centers, with two exclusively focused on EAS, designed to internationalize the curriculum of the member institutions that serve over 70,000 students. Additionally, Post-Secondary Outreach funding will support programming for community colleges and state institutions, both in Western Pennsylvania and nationally, to support an undergraduate research conference, guest speakers, and professional development for faculty. Annual online workshops on the themes of business, energy, technology, and health will address all world regions including Asia, to help attendees design internationally focused courses, modules and co-curricular activities. To prepare regional students for the global workforce, ASC requests support to continue our *International Career Toolkit Series* and Career Initiative program to make it available to local community colleges. Funds will support a Career Readiness Graduate Fellow to facilitate targeted workshops on pre-professional topics and focus on career mentoring to be cost-shared by all UCIS centers.

Objective 4: Enrich current collaborations with teacher education programs (CP-2).

K-12 Outreach efforts supplement a suite of resources ranging from professional development opportunities, to classroom materials, to student programs, in face-to-face and online formats. As ASC significantly expands its outreach to diverse audiences, funding is requested to hire a

dedicated Outreach Coordinator to manage the additional K-12 programs. ASC will maintain its sponsorship of the UCIS-wide pre-service teacher program in cooperation with Pitt's School of Education—Partnership for Advancing Globalized Education (PAGE) which connects Master of Arts in Teaching students and mentor teachers with EAS undergraduates to integrate international content into the social studies or language-classroom curricula under the guidance of a Pitt School of Education faculty supervisor. Pre-service teachers also benefit from the inclusion in our educator-focused professional development opportunities along with master teachers who can mentor them. These programs include the *Intersections: East Asia and the Curriculum* 30-hour introductory seminar, *Summer Institute for Pennsylvania Teachers*, *Global Issues Through Literature* reading groups, and the *Interdisciplinary Global Educators* workshops. Local educators will be invited to deepen their engagement in the design and promotion of ASC and UCIS outreach activities through a new Educators' Advisory Board and a School Ambassadors program.

Objective 5: Develop foundation in EAS digital humanities and open access (AP-1, AP-2).

NRC funding would assist in building Pitt's nationally ranked library collection with particular focus on developing the Korean holdings, especially its distinct collection of North Korean films and periodicals. Additionally, the East Asian Library (EAL) will increase the number of Chinese and Korean institutions who are partners in the established East Asian Gateway Service, thereby providing open/no-cost access to additional collections located in East Asia for American students and researchers. EAL plans to construct an online database of Contemporary Chinese Village Data (CCVD) that will provide geocoded data on politics, economics, sociology, environmental science, history, and public health at the local level. Such detailed information is not currently available in North America. Connecting digital humanities and access, ASC will organize a conference based on the CCVD to examine the impact of village-level administration as a factor in China's economic

boom. An annual series of training, courses and workshops on Digital East Asia will continue to develop digital humanities methods and research in East Asia.

A.2. Development Plan: How NRC funding will contribute to a strengthened program over the next four years is evidenced in the yearly schedule of the implementation of activities in the grant budget and the measurable outcomes contained in the Performance Measure Forms (Appendix V). In order to guarantee effective oversight of NRC funding, an experienced grant management team, led by Director Joseph Alter, Associate Director James Cook, and Financial Administrator Henry Luck, will be assigned. All personnel have extensive grant administration experience and are supported solely by Pitt funds. By the end of the four-year grant period, ASC will strengthen its curricular offerings for Pitt students and its support for faculty, teaching, and research—while building further on its productive outreach partnerships with the Pitt School of Education, K-12 schools, community colleges, and MSIs throughout the region and the nation—thus promoting broad and diverse debate on East Asia’s impact on the globe.

A.3. Costs: If approved, NRC funding will be leveraged with other internal and endowment funds supporting faculty and staff salaries, student aid, summer language programs, research, travel, events, and library acquisitions. NRC funds would represent 4% of Pitt EAS total spending and 30% of Pitt ASC’s soft-money budget. As these programs are mutually reinforcing, the Title VI funds are a cost-effective use of resources.

A.4. Long-Term Impact on Undergraduate Training Program: After the completion of the grant, Pitt ASC expects to have (1) increased the study of LCTLs—particularly new opportunities in Korean, Vietnamese, and Tibetan—for undergraduates, (2) established new undergraduate course offerings in six departments and three schools that will generate a student audience of approximately 800, (3) provided international training opportunities both at Pitt and abroad for

Dietrich School of Arts and Sciences (DSAS) and professional schools, (4) acquired new databases and research materials within EAL that will be offered to students and the public via the East Asian Gateway Service, and (5) established successful outreach for K-12 teachers, educator development programs, speech contests, and programs for high school students that will produce better-prepared incoming students for Pitt and other institutions. In sum, our planned programming strategically employs NRC funds in concert with Pitt's internal and external sources to meet all NRC and FLAS absolute and competitive undergraduate priorities. Long-term sustainability will be achieved by designing NRC initiatives so that they align with and are integrated into the objectives contained within the University's strategic plan.

B. QUALITY OF STAFF RESOURCES

B.1. Faculty and Staff Qualifications: Pitt has 137 EA faculty members, including 61 EA core faculty, 76 affiliated faculty, staff, and part-time instructors (see faculty educational background and productivity in Appendix III). The EA core faculty teaches in DSAS, and the affiliated faculty is distributed among different departments and professional schools. All faculty hold terminal degrees in their fields, publish frequently, serve on editorial and governing boards, and are often recognized for their teaching. Gao Minglu, Research Professor in the History of Art and Architecture, is one of the most prominent scholars on Chinese contemporary art. He continues to advance the study of Chinese art as a scholar, curator, artist, and archivist. The Center is partnering with Professor Gao to catalog and digitize his archive to provide online access for scholars and the public. Joining the faculty in 2018, Carla Nappi, Andrew Mellon Professor of History, is an expert in Manchu studies with current research projects on gender, medicine, and science and technology. She has published *The Monkey and the Inkpot: Natural History and its Transformations in Early Modern China* (Harvard University Press, 2009). Further faculty accomplishments are listed in Table B.1.

Table B.1: Exemplary Faculty Accomplishments, 2017

Clark Chilson	Associate Professor, Religious Studies, Center for Mindfulness and Consciousness Studies	<i>Secrecy's Power: Covert Shin Buddhists in Japan and Contradictions of Concealment</i> , (University of Hawai'i Press, 2015)
Andrew Weintraub	Professor of Music	<i>Vamping the Stage: Female Voices of Asian Modernities</i> (University of Hawai'i Press 2017)
Michael Meyer	Associate Professor of English, National Committee on United States-China Relations	<i>The Road to Sleeping Dragon: Learning China from the Ground Up</i> (Bloomsbury, 2017)
Nicole Constable	Professor of Anthropology, UCIS Research Professor	<i>Born Out of Place: Migrant Mothers and the Politics of International Labor</i> (University of California Press, 2014)
Charles Exley	Associate Professor of Japanese Literature and Film	<i>Satō Haruo and Modern Japanese Literature</i> (Brill, 2016)
Kun Qian	Associate Professor of Modern Chinese Literature and Film	<i>The Imperial-Time-Order: Literature, Intellectual History, and China's Road to Empire</i> (Brill, 2015)

Our faculty are distinguished by the award of numerous large grants (Fulbright, National Science Foundation, National Endowment for the Humanities, World Bank, China Medical Board, Japan Foundation, Chiang Ching-kuo Foundation, Hanban, Korea Foundation, Social Science Research Council), prestigious fellowships (Woodrow Wilson, Social Science Research Council, NEH, NIH), and major awards at Pitt (Chancellor's Distinguished Teaching & Research Awards).

ASC has a professional staff highly experienced in program/grant management and academic advising. ASC Director Joseph Alter, Professor of Anthropology, and a faculty member at Pitt since 1994, is an award-winning scholar with expertise in the study of religion, nationalism, health, and the body. His publications include *Asian Medicine and Globalization* (2005) and numerous articles on the comparative study of East and South Asian medicine published in the *Journal of Asian Studies* and other leading outlets. He also holds the position of Research Professor in UCIS and is the founder and academic director for the Pitt in the Himalayas study abroad program. Associate Director James Cook has a Ph.D. in Chinese history and conducts research in Chinese. His most recent accomplishments include an undergraduate teaching volume, *Visualizing Modern China* (Lexington Books, 2014), and he has the distinction of being named a Distinguished Overseas Educator by the Ministry of Education in China. He has directed over twenty outside-

funded grants for the Department of Education, National Science Foundation, and the China Medical Board. Assistant Director for Academic Affairs Emily Rook-Koepsel has a Ph.D. in Modern South Asia history, speaks Hindi and Urdu, and has numerous publications. National Coordinating Site for the National Consortium for Teaching About Asia (NCTA) Director Brenda Jordan has a Ph.D. in Japanese art history, speaks Japanese, and conducts research on 20th century Japanese art. Confucius Institute (CI) Director Michele Heryford has a Ph.D. in Education and has been conferred the “Individual Performance of Excellence” award by the CI leadership in Beijing three times. Assistant Director of Programs and Partnerships, Lynn Kawaratani (M.Arch), works with Jordan and Heryford to oversee all outreach activities. Remaining employees include an NCTA Enrichment and Outreach Coordinator (Ph.D.), a part-time NCTA administrator (Ph.D.), a CI Coordinator (Ph.D.), one ASC administrative assistant (B.A. Japanese), a half-time financial officer, five graduate student assistants, and four part-time undergraduate assistants. In addition, four ASC staff hold adjunct faculty appointments.

B.2. Professional Development for Faculty and Staff: EA faculty have access to extensive Pitt resources for curriculum development, research, and travel, including awards through the Office of the Provost, UCIS, ASC, and the Study Abroad Office. All assistant professors, for example, have access to faculty development grants (\$4,000) and release time to fund research during their first five years at the University. The Provost’s Office administers, at the university level, the Multidisciplinary Small Grants program that annually awards \$150,000 for innovative research and scholarship. Sabbatical leaves are granted on a regular basis by individual departments. Internally, ASC administers grants totaling over \$235,000 for research, professional development, conference support, and curriculum development, including the Asian Studies Small Grants, China Studies Research Travel Grants (\$2,000 to \$10,000), Research in Japan Grants

(\$2,000 to \$10,000), Japan Studies Small Grants (\$1,000 to \$2,000), and the Korean Studies Grants (\$1,000 to \$3,000). These are available to all faculty, and the vast majority of the grants are used to fund overseas experiences. All ASC faculty members also have access to two UCIS-sponsored grants (\$1,000 to \$5,000), the Hewlett International (for development or completion of international projects, and travel to international conferences) and the UCIS Faculty Fellowship. In 2016–17, these UCIS awards totaled \$233,831. Lastly, in collaboration with the Global Studies Center, ASC sponsors the Global Academic Partnership grant (\$20,000) to fund faculty research and conferences. ASC staff have access to over \$20,000 in annual travel and research funds.

B.3. Faculty and Staff Advising, Teaching, and Supervision: Assistant Director Rook-Koepsel advises all ASC Certificate students on a semi-annual basis. ASC faculty teach an average of four courses per year in combination with thesis/dissertation supervision and advising students. All faculty are expected to provide 3–5 hours per week counseling students. ASC Certificate students work with faculty advisors to develop their theses or capstone papers, and advising is available for graduate and undergraduate students. Undergraduate students also have access to University-wide advising services and dedicated staff, with advanced degrees, in each department.

B.4. Oversight of Faculty and Staff: UCIS provides oversight and guidance to all NRCs and international/area studies programs within Pitt, and the ASC Director works directly with the Director of UCIS. ASC's Financial Administrator reports to the UCIS Director of Administration and oversees all budgetary and accounting matters related to project funding. The Center is guided by a Faculty Advisory Board, composed of the ASC Director, ASC Associate Director, and seven faculty members from DSAS, professional schools (Engineering, Business, Nursing), and EAL, which meets 2-3 times per semester to advise on the Center's mission, review curriculum, and develop activities. Similarly, area-specific oversight is provided by the faculty from DSAS,

professional schools, and EAL on the China, Japan, and Korea Councils. They assist in vetting research grant proposals, reviewing outreach projects, creating interdisciplinary collaborations, suggesting EAL collection initiatives, and awarding undergraduate and graduate scholarships.

B.5. Equal Opportunity Employment: As an educational employer, Pitt values equality, human dignity, and racial/ethnic and cultural diversity and actively promotes the rights of all individuals to equal opportunity in employment and education. Diversity is represented on multiple levels at Pitt. Among the ASC staff, eight are women and two are ethnic minorities. Among the four professional staff working in the East Asian Library, all are from Asia. Of the 61 core EA faculty members, over 40% are from underrepresented groups. Further evidence of our success in achieving diversity is 70% of the most recent EA faculty hires are minorities. All faculty appointment committees are structured to consider affirmative action and ASC strongly supports the recruitment of staff from a diversity of backgrounds.

C. IMPACT AND EVALUATION

ASC and other area studies centers within UCIS have developed an assessment and evaluation plan that details how the individual centers are “embracing the world.” Our comprehensive assessment plan—MyPittGlobal COMPASS (Competence and Program Assessment)—evaluates student learning outcomes and ASC programming in both our academic and outreach activities. COMPASS’ goals align with NRC priorities as detailed in our Performance Measurement Forms (PMFs).

C.1. Impact of Programs on the University, Community, Region, and Nation: ASC is the core site for education, research, and funding about East Asia, and the impact of the Center on the University is reflected in Table C.1. With 137 program faculty and 271 EAS-focused courses

enrolling 8,543 students, and 179 students in its training programs in 2016-17—by every measure ASC’s activities and programs have had a significant impact on the University.

Appendix IV details more than 250 courses with significant East Asian Studies content, a number that has grown more than 60% in less than five years (170 courses offered in 2012-13). More than 60% of all Pitt undergraduates take at least one EAS course during their academic career. Additionally, ASC supports several new courses each year

with course development grants, publicity, and undergraduate advising. Among these offerings include Political Science (*Politics of Food, Land and Sustainability*), English (*Asian American Literature*), History (*Gender and Global History*), Business (*Topics in Globalization and Business*). East Asian language enrollments have seen dramatic increases in Chinese and Korean, while Japanese is the second most-studied foreign language at Pitt.

ASC outreach events have reached more than 22,500 people in the community and region. These include one of the largest North Korean Film Festivals in the country, our annual China Town Hall programming, a Korean Music Festival, and a Japanese Coming of Age ceremony with students from Pitt and Hiroshima. The Center has also worked closely with the Children’s Museum of Pittsburgh, Carnegie Libraries of Pittsburgh, the Pittsburgh City Parks, and other cultural institutions around the city. Our NCTA conducts four college-level seminars for approximately 80

Table C.1: ASC University Impact	2016-17
Undergraduate Enrollment in EAS Courses	8,543
Number of EA Language and Area Studies Courses	271
ASC Undergraduate Certificate Enrollment	137
EALL Undergraduate Majors	72
Undergraduate Enrollments in EA Language Courses	664
Program Faculty	137
Number of Qualified Instructors in Critical Languages (Chinese, Japanese, Korean)	24
Percentage of Second-year Chinese, Japanese language students qualifying with OPI Intermediate Low or higher	100
Number of Participants in ASC outreach events	22,883
Percentage of EALL and ASC graduates in EAS-related careers	50.4%
Library Support	\$124,992
Study Abroad Programs	81
Faculty Research Support	\$88,046
Student Support (including FLAS fellowship award of \$158,000)	\$694,010

K-12 educators per year, resulting in EA content being integrated into the local school curriculum in four states; for the academic years 2014-2017, a total of 278 courses were created or enhanced with EAS content. In summer 2018, Pitt's NCTA will serve an additional seven states—increasing to eleven the number of states with EAS programming.

ASC has enhanced its national/international impact over the past four years through undergraduate research programs, conferences, and national and international co-curricular programming. Pitt has recognized the importance of international studies by making global competency a core mission of the University through its five-year strategic *Plan for Pitt*, in the appointment of a Vice Provost for Global Affairs, and in the increased support for global education. In the last four years, ASC has hosted at least two international conferences per year, including *Intersections of Colonialism and Medicine in East Asia* with Academia Sinica, and a co-sponsored conference with Renmin University and Universidad Nacional Autonoma de Mexico, *China, United States, and Latin America: New Actors and Changing Relations*.

Nationally, ASC conducts faculty development workshops for the Nine University and College International Studies Consortium of Georgia. This program is designed to develop the curriculum for the 75,000 students at these Title III, HBCU, and MSI universities. In 2017, Pitt co-hosted a conference for Pitt faculty, the Nine University and College International Studies Consortium of Georgia, and community colleges in Pennsylvania to highlight internationalization efforts around the country.

C.2. Activities Addressing National Needs and Information to the Public: In terms of public information, ASC programs target broad area studies programming and STEM collaborations in foreign languages and literatures, nursing and public health, and engineering, and work with educational evaluation specialists to better develop area studies education at the K-16 level. ASC

outreach events are generally open to the public and advertised in local and regional media, and collaborations are sought with relevant public and non-profit organizations whenever possible. ASC faculty are available to act as experts for media requests through Pitt's Media Relations office. Interns update the ASC webpage, Twitter, Facebook, and Instagram accounts, as well as a Weibo and WeChat group in Chinese.

C.3. Provision for Equal Access and Treatment of Under-represented Groups: ASC adheres strictly to Pitt's policy prohibiting discrimination in admissions, employment, access to and treatment in all University programs and activities. The University was one of only two Pennsylvania institutions chosen by *INSIGHT Into Diversity* magazine for the 2017 Higher Education Excellence in Diversity award, recognizing its commitment to recruit and retain employees and students from underrepresented groups. All faculty appointment committees at Pitt take into account affirmative action criteria. Women constitute 61% of ASC Certificate students and 45% of the ASC faculty. ASC participates in UCIS-wide efforts to promote international studies to underrepresented groups. Pitt's Study Abroad Office (SAO) and Cross Cultural and Leadership Development Center also promote study abroad to underrepresented populations, such as racial minorities and LGBT students. SAO and Pitt's Disability Resources and Services office produced a video titled *Making It Happen: Study Abroad for Students with Disabilities*, which, along with SAO's guidebook for African-American students, serves as a resource for colleges and universities across the country.

C.4. Program Outcome Assessment and Evaluation Plan: ASC partners with five UCIS area studies centers, Pitt's School of Education, and highly qualified independent consultant Martha Reicks (see bio in Appendix III) to assess programs for both institutional and grant reports. Since 2014, the myPittGlobal Competency and Program Assessment (COMPASS) team has

developed comprehensive assessment tools that produce both quantitative and qualitative indicators (see Table C 2). ASC and UCIS have identified key student learning outcomes (SLOs) for both undergraduate student learning program assessment and outreach program assessment, and created a SLO rubric and evaluative scale to assess success. Within the SLOs, three fundamental areas of students' intellectual and personal growth are prioritized: knowledge, skills, and cultural awareness. Within each area, curricular and co-curricular offerings seek to offer students the tools to improve in seven global competencies: 1. Regional (East Asia) expertise; 2. Interdisciplinary connections; 3. World and heritage language proficiency; 4. Collaboration and communication; 5. Diverse perspectives; 6. Civic and global engagement; and 7. Career and professional development.

Suitable is an innovative online platform that allows UCIS to track, analyze, and improve curricular and co-curricular offerings and certificate programs through student engagement in gamification and competitive models. Additional assessment data will be provided by a \$300,000 grant funded by the Department of Education, Office of Postsecondary Education. This 3-year collaborative research study by UCIS and the School of Education evaluates the impact of both *Suitable* and myPittGlobal on the global competence of undergraduates.

Table C.2: MyPittGlobal COMPASS Assessment Tools and Timeline				
Assessment	Target	Time	Method/Data	Expected outcomes
Faculty impact survey	Affiliated faculty	Biannual	Qualtrics, on-line	Understanding of the needs of faculty and impact of Center resources on their activity
Faculty data survey	Affiliated faculty	Annually, Fall	On-line	Updated data about faculty publications, teaching, and research. Warehouse faculty CVs
Student Learning Outcomes	Students	On-going	N/A	SLOs developed that align with the Center's goal to prepare globally-capable students. Posted on Center website to set expectations.
Suitable – myPittGlobal	Students	On-going	On-line platform with web and app interfaces	New digital technologies will enhance the integration of curricular and co-curricular experiences, assess global competence of students, and student engagement.

Certificate student pre/post survey	Undergrads	Pre-requisite registration/graduation	On-line (via myPittGlobal)	Analysis of the impact that Center programs have on language proficiency and international competencies related to EA, aligned to SLOs
E-portfolios	Under-graduate students	Final semester	On-line (aligned to SLOs)	Blending formative/summative assessment, a formal moment for reflection about progress toward becoming globally-competent citizens.
OPI testing	Language Students	Second/Fourth-year	In-person interview	Assessment of student language proficiency
Certificate student survey	All students	At graduation	On-line, with incentives	Understanding of student satisfaction with Certificate programs.
Focus groups	Undergrads, grad students; K-16 educators	Students: annually Educators: biannual	Focus group	Students: Annual assessment of SLOs (one per year) for institutional and grant reporting. Educators: understanding of effectiveness of program offerings.
Post-event Ratings	Students	Immediately following event	Smart device	Students scan QR codes and rate their experience through an app to give organizers feedback on satisfaction.
Conference event survey	All event participants	Event and 1 year later	Paper, Qualtrics	Identify impact of conferences, institutes, and pedagogy workshops
Alumni surveys	All Center alumni	5 year, 10 year post-grad	Qualtrics	Most up-to-date data on graduate placement and demographic information
FLAS surveys	All FLAS recipients	1 year, 5 year, 8 year	Qualtrics	How FLAS impacts recipient over several years and current placement and demographic data
Advisory board meetings	All members	2 per year	In person	Understand how ASC can address the needs of various constituents, develop new programs

Another new assessment measure is the capstone e-portfolio. It allows students to reflect on their curricular and co-curricular engagement through development of a learning inventory that is evaluated by faculty at graduation. Focus groups, exit interviews, and surveys are administered to samples of students each year, and alumni are tracked to determine job placement and/or participation in continuing higher education. ASC also partners with EALL to evaluate language instruction and program impact on undergraduate and graduate students (see *G.4*). To measure faculty engagement, surveys are administered regularly across UCIS centers to not only develop services and support for teaching/research, but also to discern areas for improvement/growth.

Under the supervision of the UCIS assessment consultant Chris Belasco, the accuracy and scope of outreach assessment are constantly updated and strengthened. To ensure the Center's stated objectives are achieved, new evaluative tools include: a teacher/faculty survey that collects participant perspectives on effectiveness of programming and use of content in their own courses; an experiential learning survey that examines the results of participating on intended student learning outcomes; and semi-structured interview questionnaires that examine the effectiveness of mission-driven services to students, teachers, and administrators at K-12 schools, universities, and community organizations.

C.5. Use of Recent Evaluations for Program Improvement: As part of its planning process, ASC commissioned an external evaluation in September 2017. In response to this positive evaluation, new faculty representatives from professional schools were appointed and have assisted in developing new courses (*Healthcare in East Asia*) and Study Abroad Programs (*Innovate*). Following reviewer recommendations, Center staff are working with UCIS to greatly enhance the *International Career Toolkit Series* to provide effective guidance to students at Pitt and to partner universities and community colleges. ASC has also enhanced career identification programming by requiring pre-graduation advising for seniors and by sponsoring site visits to local businesses.

C.6. K-12 Teacher Programs: Pitt's NCTA conducts surveys at all seminars to assess professional development offerings. Our spring 2016 evaluation of NCTA participants in ten states pinpointed needs in teaching materials (55%), information about online resources (41%), websites with EA lesson materials (52%). The teacher-participants also requested study tours (66%), summer institutes (56%), and workshops (46%). In 2018-19, ASC and NCTA will lead an educator

tour of Tibet and Nepal, expand lesson materials through the *East Asia Gateway for Educators* website, and establish new workshops.

C.7. Student Placement Into Areas of National Need: Over 400 Pitt undergraduates completed Certificates in the last four years. More than 25% entered into a graduate or professional program that uses their EAS training, and 33% joined for-profit businesses that use their EA language training. As illustrated in Table C.3, ASC has also channeled undergraduate students into government, security, and K-12 education.

Table C.3: Select University of Pittsburgh Asian Studies Undergraduate Student Placements, 2013-18		
Graduate	Major(s)	Most Recent Placement
INTERNATIONAL & AREA STUDIES		
Frank Dolce ('15)	Interdisciplinary Studies, East Asia	PhD Candidate Second Language Acquisition, Carnegie Mellon University
Susanna Deemer ('16)	Anthropology	Learning Commons Facilitator, Community College of Allegheny County
Da Lin ('17)	German & Chinese	Arts Project Coordinator, Beijing Normal University
MILITARY		
Brittany Brock ('13)	Chinese	US Air Force, Commissioned Officer
Chantel Furbert ('16)	Japanese & Linguistics	US Navy, Public Affairs Officer
SCIENCE & TECHNOLOGY		
Matthew Thompkins ('15)	Computer Science & Japanese	Founder and head programmer at Neurical (A.I. algorithms)
Alicia Cypher ('17)	Information Systems	IS&T Intern, Bechtel Corporation
Michael Antonacci ('14)	Japanese & Linguistics	Software Engineer, M*modal
MEDIA		
Xinton Hou ('11)	Japanese	Financial Journalist and Associate Editor, Chinese Business Network
LAW & MEDICINE		
Janai Gall ('16)	Chinese	Assistant Editor at China University of Political Science & Law, China Institute for Human Rights
Carly M. O'Connor ('16)	Neuroscience & Japanese	MD Candidate, University of Pittsburgh Medical School
NON-PROFIT ORGANIZATIONS		
Elise Antel ('17)	Global Business Management	Program Coordinator, Council of East Asian Studies, Yale University
Judith Kim ('14)	Spanish Language & Literature	Coordinator, PA is Ready!
GOVERNMENT		
Marco Dumancas ('16)	Chinese & Communications	Senior Research Assistant, Federal Reserve Board of Governors (Washington, D.C.)
K-12 EDUCATION / EDUCATIONAL ASSESSMENT		
Mara Wearden ('18)	Chinese & Speech Pathology	Teach for America, 2018-2020

Jessica Shilling ('17)	Japanese	Japan Exchange and Teaching (JET) Program (Japan)
Jessica Crawford ('16)	Chinese	Translation and education specialist
Mario Janakis ('16)	Japanese	Japan Exchange and Teaching (JET) Program (Japan)
FOR-PROFIT BUSINESS		
Sarah Tunnell ('17)	Chinese & Economics	Private Client Account Executive, Alliance Bernstein
Krista Larieri ('15)	Japanese & Pol. Science	Diversity and Inclusion Program Coordinator, Highmark
Linghui Zhu ('15)	Chinese	Development Consultant, World Bank

C.8. Contribution to an Improved supply of Specialists: The significant contribution of ASC training programs to an improved supply of specialists is demonstrated by data on student enrollments (Tables C1 and G1) and alumni placements (Table C4). ASC tracks placements through our alumni portal (ASConnect), ASC LinkedIn page, and exit surveys. We track 85% of our graduates for more than 10 years after graduation. Based on a sample of more than 450 undergraduate Certificate holders, 60% of ASC graduates use their EA languages in their current careers, vocations, or volunteer work. Over 50% of our alumni report working in a career that uses their EAS education.

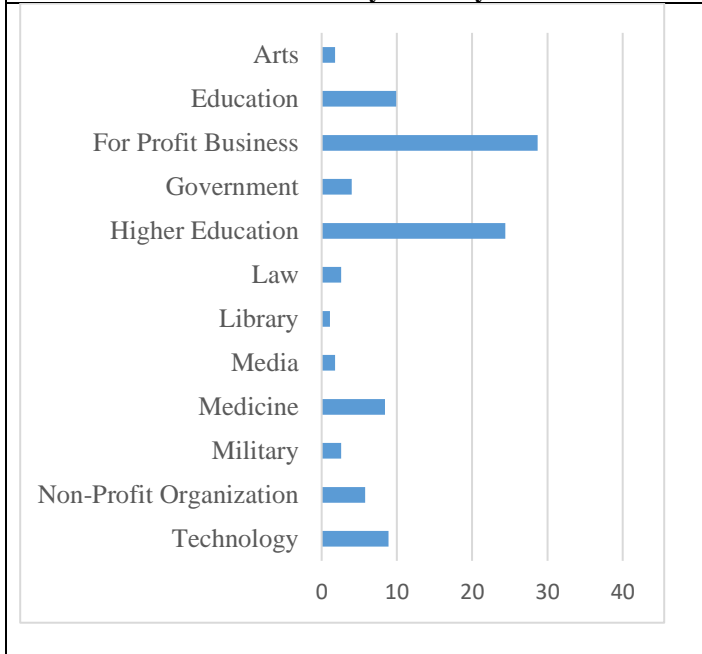
ASC and UCIS have developed new analytical tools to expand undergraduate interest and placements in areas of national need. In 2015 the *International Career Toolkit Series* was rebuilt to provide focus on global competencies much earlier in a student's career. In 2016, UCIS added programming around graduate school admission, mentorship and networking, and professional 'site' visits in Pittsburgh and in Washington, D.C. *Suitable* (see Section C.4), a web-platform implemented in 2017-18, allows academic advisors to track undergraduate engagement in co-curricular activities, recognize new competencies, record completed language skills, and dynamically engage with advisees. In its first year of use, *Suitable* boosted attendance at *Toolkit Series* events by 37%.

Since 2014, a quarter of our undergraduate Certificate holders have matriculated into advanced area studies or language programs, including at least four who have been chosen as a Boren Fellow in the year they completed their ASC Certificate requirements. Many of the tools described earlier in this section will be used to direct undergraduate interest in advanced language and area studies programs. Additionally, the ASC advisor works with students on graduate school

applications and building their resume for national scholarships. The *International Career Toolkit Series* hosts information and strategy sessions to assist in applying to graduate schools.

C.9. Fellowships Awarded to Address National Needs: ASC fellowships, financial aid, and tuition remission awards respond to ongoing national need for individuals with expertise and competence in world languages or international studies. In 2016-17, 100% of ASC fellowships, financial aid and tuition remission awards were awarded to students who studied East Asian languages, and 80% of fellowships/financial aid went to students planning for careers in EAS, government (security, intelligence, military, and law enforcement), education, or non-profit management. FLAS fellowships comprised a third of the \$450,000 awarded last year. Additional funding came from the Provost and ASC endowments.

Table C.4: Percentage of ASC Undergraduate Job Placement by Industry



D. COMMITMENT TO SUBJECT AREA

D.1. Operation of the Center: Pitt provided \$11.4 million in direct, institutional support in 2016–17, an increase of over 40% since 2013-14 and over 50 times the yearly NRC budget requested (see Table 1.2). EAS has grown dramatically over the past decade, with significant increases in enrollments, courses, professional school activity, library holdings, and outreach (particularly K-12). Sponsorship for ASC’s operations includes funding (salary/fringe) for the Center’s Director (tenured full professor who administers ASC more than half-time) and the equivalent of eight full-time professional and administrative staff. ASC also employs five graduate student assistants and two undergraduate assistants to assist in EAS activities. Pitt

Table D.1: East Asian Studies Support, 2016-17	
Salaries and Fringe:	
Language Faculty	2,621,070
Non-Language Faculty	5,711,550
ASC Staff	602,811
Library Staff	310,732
Study Abroad Staff	163,170
UCIS Administration	414,280
Library Acquisitions:	250,083
Travel/Research Grants:	
To Faculty	117,558
To Students	77,660
Conference Support	52,000
Student Aid:	
Graduate Stipends/ Fellowships (Pitt-funded, non-FLAS)	495,808
Study Abroad	64,700
Tuition Aid (undergrads, non-FLAS)	181,386
Administrative:	
Operations	35,951
Undergraduate Curriculum Development	50,000
NCTA	220,000
Confucius Institute	285,000
TOTAL	11,399,059

provides a suite of offices, sites for events (lectures, films, concerts), and technology support including video conferencing and hosting of ASC’s website (www.ucis.pitt.edu/asc). Additionally, ASC manages several major grants for EAS outreach activities, including the National Consortium for Teaching about Asia (\$220,000 in 2016–17) that currently oversees 11 states; a Confucius Institute (\$285,000); and a Toshiba International Foundation (\$14,500) annual grant for programming to support the local business community. *D.2. Support for Teaching Staff:* Over 130 positions are currently EA-related, 80% are tenured or tenure-stream, and 61 (including four librarians) are core faculty whose primary research and teaching focuses on the region. These faculty span over 20 different academic departments or schools and represent a yearly investment of over \$8.3 million. In the past four years, Pitt has hired numerous EAS faculty. For example,

Michael Meyer, a Guggenheim Fellow and award winning travel writer, is Associate Professor of English. Iza Ding (Best Dissertation Award from the American Political Science Association), joined Political Science, and Raja Adal (Japanese Studies Fellowship by the Japan Foundation) joined History. Searches are scheduled for pre-modern Chinese history, modern Chinese history, EA Archeology, and Korean literature in 2018-20. To support our outstanding faculty, ASC provided over \$200,000 in faculty support in course development funds (\$10,000), research support (\$117,558), small grants (\$35,000), and faculty conferences (\$52,000) in 2016-17.

D.3. Support for Library Resources: Pitt's East Asian Library (EAL) ranks 5th in United States public universities and 14th among academic libraries in North America, and contains over 500,000 volumes. The collection is maintained by four full-time professional librarians. The Library's strength is due to continued investment by Pitt; funding for acquisitions, database licensing, and staff salary totaled over \$260,000 in 2016–17.

D.4. Support for Linkages Abroad: Linkages with over 80 EA universities and other academic institutions mean that not only every academic department, but also each of the 14 graduate and professional schools have robust faculty and student exchange programs in operation. Key exchanges include Peking, Tsinghua, Fudan, Sichuan, and Renmin in China; Kobe, Konan, and Ritsumeikan in Japan; Yonsei, Korea, and Seoul National in Korea; Academia Sinica and Taiwan Normal in Taiwan, and the Chinese University of Hong Kong. New initiatives include a partnership with the University of Pittsburgh Medical Center (UPMC) to establish a Beijing-based hub for EA activities. The EA hub is a platform for University and Center research, undergraduate programs, and partnership with EA institutions of higher education (\$120,000 in annual funding). Other activities include a new \$100,000 fund for joint research between faculty from Pitt and Renmin University in the social sciences and the humanities; an international cooperation program

in cybersecurity between Pitt’s Institute for Cyber Law, Policy, and Security, and Seoul National University and Academia Sinica; and the Sichuan University-Pittsburgh Institute, a large-scale engineering program with over 1,000 students in Chengdu.

D.5. Support for Outreach: Pitt prides itself as being the center of EAS outreach spanning western Pennsylvania, Maryland, West Virginia, Delaware, and eastern Ohio. ASC maintains six full-time staff positions for outreach activities. The Office of the Provost, UCIS, and the DSAS offer supplementary funds for a range of outreach programs. In addition to internal efforts, ASC also supports a National Coordinating Site for the National Consortium for Teaching about Asia. By the end of 2018, NCTA will have doubled in size to include in 11 states. Pitt’s Confucius Institute, one of the oldest and largest in America with over 30 teachers, was named a “CI of the Year” in 2015. Total outreach spending surpassed \$174,000 in 2016–1 and reached over 9,300 people. Over 87% of programs were co-sponsored with outside organizations.

D.6. Support for Students: In 2016-17, direct Pitt funding (non-FLAS) for all students totaled over \$820,000 in tuition remission funds, fellowships, and direct scholarships, which supplemented \$144,000 in FLAS support. Support for students has increased by 50% from four years ago. Over 25% of these awards were given to professional students, and a third went to undergraduates. Over 20 different ASC/UCIS tuition awards and scholarships for undergraduate area studies, language study, and study abroad supplement our 2014 FLAS award. For example, all students enrolled in the Summer East Asian Language Studies program are considered “in-state” for tuition purposes, a subsidy totaling over \$62,000 in addition to five tuition remission fellowships (\$46,000). An endowment from the Mitsubishi Companies provides \$23,000 in annual undergraduate support for Japanese Studies. Furthermore, ASC and UCIS continue to build their student support. In January, the Korean steel manufacturer POSCO funded a new “POSCO

Scholars” program, providing four annual undergraduate scholarships in Korean Studies. Endowment and internal funds generated over \$120,000 in 2016–17 support for undergraduate study abroad in East Asia through ASC endowments and SAO scholarships.

Graduate students have numerous options for funding. All Ph.D. students in the DSAS receive five years of support. Funding for international research and travel is available from ASC, UCIS, SAO, colleges, departments, and the professional schools. Proposed FLAS awardees will also receive additional Pitt funding to cover any difference between FLAS tuition support and Pitt tuition rates for both in-state and out-of-state (including professional school) students, and an additional \$3,000 stipend for health insurance and other expenses.

E. STRENGTH OF LIBRARY

E.1. Library Holdings: The University Library System at University of Pittsburgh maintains one of the nation’s major East Asian collections, containing more than a half-million volumes. The total holdings of the East Asian Library (EAL) at Pitt rank 5th in U.S. public universities and 14th in academic libraries in North America with EAS resources.

Table E.1 documents strengths in a range of media with greatest depth in the humanities and social sciences. Of particular note is the large, comprehensive collection of Chinese periodicals and new online databases. EAL also holds the second largest collection of Japanese corporate histories outside of Japan. In just over a decade the Korean collection has quadrupled, including eight electronic databases with an emphasis on digital and online resources highlighting the significance of inter-Asian connections. With a designated staff position, EAL is expanding its collections through creative digital media projects, linking to academic programs in Film Studies, History and Political Science.

Table E.1: East Asian Library Holdings						
Holdings as of June 30, 2017		CHN	JPN	KOR	Other	Total
	Books (physical volumes)	309,844	140,790	19,031	16,957	486,622
	Microform (reels/sheets)	10,676	3,029	10	1,120	14,835
	Audio/ Visual (items)	3,509	595	1,219	32	5,355
	Cartographic and Graphic (items)	6	167	0	0	173
	Streaming Film/Video (items)	1,750	0	17	1,700	3,467
	Digitized Archives (items)	4,424	0	0	0	4,424
	E-books (volumes)	5,831	181	0	0	6,012
	Total (volume /item counts)	336,040	144,762	20,277	19,809	520,888
	E-books Subscriptions (volumes)	6,091,907	1,353	15,363	0	6,108,623
	Serials Subscriptions (print and others)	438	108	76	140	762
	Serials Subscriptions (electronic)	24,386	540	7,690	0	32,616
	Online Databases Subscriptions (titles)	17	8	8	2	31

E.2. Undergraduate, Graduate, and Professional School Clientele: EAL Librarians are dedicated to providing research service to all Pitt faculty, students, and staff. All students can consult any of the 26 Library Guides on specialized topics or make appointments for personalized service. EAL is also a leader in digital content creation. In 2017, EAL initiated a project titled “CR/10,” an oral history project to collect people’s memories and impressions of China’s Great Proletarian Cultural Revolution (1966-76). Undergraduate students participate as trained interviewers, and NRC funding is requested for a class to support CR/10 and the Transnational Pittsburgh project. EAL also has plans to commence a spatial database initiative of Contemporary Chinese Village Data (CCVD) in 2018.

E.3. Institutional Support and Staff: The EAL total acquisition budget is 29th among institutions of the Council on East Asian Libraries (CEAL). Pitt committed \$159,992 in 2016-17 to acquisitions in Chinese, Japanese, and Korean. Four professional EA librarians maintain the collection. Additionally, five full-time staff support acquisition and maintenance. Librarians are involved in professional activities. For example, Haihui Zhang co-edited *A Scholarly Review of Chinese Studies in North America* for the Association for Asian Studies and oversees the CCVD

project. Hiroyuki Good is chair of ILL/DD Committee of the Coordinating Council on Japanese Library Resources, which oversees the Global Interlibrary Loan (GIF) Projects; co-edits the digital journal *Shashi* and chairs CEAL committees.

E.4. Availability of Access for Resources at Other Institutions: Through WorldShare Interlibrary Loan, Online Computer Library Center, and the Association of Research Libraries, Pitt students, faculty, and staff have access to millions of volumes at other institutions. Additionally, the East Asian Gateway Service provides full-text document delivery from more than 16 libraries in China. Proposed NRC funding will expand the service and increase access in Korea. EAL is a member of Global ILL Framework (GIF), a US-Japan cooperative project on international interlibrary loan, providing access to books and journal articles from over 150 major Japanese institutions. For Korean collections, the cooperative agreement with National Assembly Library of Korea enables access to all electronic resources, while an agreement with Yanbian University ensures acquisition of North Korean journals.

E.5. Accessibility for Individuals from Other Institutions: Anyone may obtain a borrower's card to access our materials. Furthermore, EAL has taken a leadership role in providing electronic resources regionally, nationally and internationally. For example, the East Asian Gateway Service is unrestricted, handling more than 3,000 outside requests per year, free of charge. All GIF partners have access to Japanese materials. With ASC support, EAL provides travel grants to support regional scholars without access to major East Asian collections.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality and Extent of Area Studies Courses: In AY 2016–2017, Pitt offered 201 non-language courses with at least 25% EA content, attracting 8,543 students (with an average of 42 per course) in 17 departments and ten professional schools. These courses were well-distributed by country, and over 85% targeted undergraduates. Over the past decade EAS enrollments have

increased from 4,740 in 2012–2013 to 8,543 in 2016–2017, a remarkable achievement at a university with 34,750 students. Additionally, over thirty-five new undergraduate and approximately twenty new graduate EAS courses were introduced in the past four years. ASC awards three Pitt-funded “seed” course-development funds per year to grow new EAS courses or increase content in existing courses. Innovative courses were created to support curriculum development and instructional programming focused on our new Global Asia concentration and certificate program. *Buddhism along the Silk Road*, *Magic and the Supernatural Body in Asia*, *Global Anime*, and *Gender in East Asia* are courses that highlight the interconnection between East Asia and the world. An additional 12–15 courses will be developed during 2018–2022. Pitt offers 33 classes via professional schools that include EA context (Appendix II). For example, Pitt’s law school offers *Environmental and Energy Law and Policy in China* and *Chinese for Lawyers*, while the school of business offers *Business and Political Economy of Modern China* and *Doing Business in China*. Currently 35 Pitt ASC Certificate students (9 graduate and 26 undergraduate) were recruited from Pitt’s professional schools.

F.2. Interdisciplinary Courses: Over 50% of EA courses are commonly cross-listed among different departments and are integral to preparing students for a challenging marketplace. In conjunction with organizing eleven major interdisciplinary research conferences, faculty in the humanities and social sciences have developed innovative cross-disciplinary courses focused on East Asia such as *Global Approaches to the Concept of Modernity*, *Buddhism and Psychology*, *Revolution and Identity in Modern China* and *Asian Medical System*. Several of these courses were developed synergistically with interdisciplinary conferences (Memory as Politics; From Madness

to Medicine in Japanese Culture; Women, Gender, and Sexuality in Asian Popular Music; and The Intersections of Colonialism and Medicine in East Asia).

F.3. Non-Language Faculty: Pitt currently has a total of 45 tenured and non-tenured or tenure track non-language core faculty, defined as those who conduct research in an EA language and devote a quarter or more of their time to EA teaching and research (see Appendix II). An additional 122 affiliated non-language faculty, many of them in the professional schools, work on EA. In the past two years, Pitt has recruited twelve new EA faculty, including two senior China historians and a leading scholar of Japan. Carla Nappi is the Andrew Mellon Professor of History, Ruth Mostern is the

Director of the World History Center, and Elizabeth Oyler is Associate Professor of Japanese Literature. A new generation of scholars in History, Political Science, Anthropology, Film Studies, Art History, and EALL are now in place to build on the foundation established by internationally recognized senior faculty such as Gao Minglu (Art History), Robert Drennan (Comparative Archaeology) and Nicole Constable (Anthropology).

F.4. Pedagogy Training: Building on a strong foundation of institutionalized support individual departments and schools have developed innovative programs linked to new course development. For example, faculty in Art History partnered with the Warhol Museum to develop mini-courses linked to podcasts focused on the artwork of Ai Weiwei. Faculty in East Asian Languages & Literatures extended classroom teaching into the community through the

Table F.1: Number of EA Content Courses (Non-Language) by Department (2016-17)

Anthropology	27
Art and Architecture	23
East Asian Languages and Literatures	37
Economics	4
Education	11
Engineering	
English Literature	8
Film Studies	2
General Studies	3
History	36
Music	8
Nursing	1
Political Science	18
Public and International Affairs	16
Public Health	1
Religious Studies	22
Sociology	3
Theater Arts	2
Total	223

development of the Heike Digital Resource to improve training by means of layered technologies. The Center for Teaching and Learning offers workshops and individual consultations to aid faculty and assistants with current instructional technologies, classroom management, and learning outcomes assessment. Pitt regularly offers seminars and accredited courses on teaching methodologies to enhance the pedagogical skills of graduate teaching assistants, and TAs are closely monitored by senior faculty through classroom visits and written evaluations. In cooperation with the School of Education, EA faculty developed the PAGE program, an international studies program that provides pedagogical training for undergraduates interested in secondary education, pairing them with graduate student mentors and in-service classroom teachers.

G. QUALITY OF LANGUAGE INSTRUCTION

G.1. Extent of EA Language Instruction: The Department of East Asian Languages & Literatures (EALL), chaired by linguist Hiroshi Nara, annually offers (1) an average of over 70 different undergraduate language courses per year, (2) an average of 25 sections of basic language instruction in Japanese, Mandarin Chinese, Korean, classical/literary Japanese and Chinese, and (3) specialized linguistics, business, translation, and heritage-learner courses. Other Asian languages (e.g., Vietnamese, and proposed Tibetan) are housed in the Department of Linguistics' Less Commonly Taught Languages (LCTL) Center, and these courses are offered even when enrollments are low. For over fifteen years, EALL has offered the Summer East Asian Language Studies (SEALS) program that is equivalent to a year of instruction. In 2016–17, ASC helped fund the SEALS Summer Study Tour with a \$20,000 grant. This will enable students in Japanese to spend ten days in the Kansai region of Japan immediately upon completion of their summer program. Undergraduate majors are offered in Chinese and Japanese; minors are offered in Japanese, Chinese, and Korean. In response to the rapid increase in demand for Korean

(enrollments have roughly doubled in the past four years), EALL will develop a Korean major. Table G.1 shows total 2016–17 enrollment in First- through Fourth-year EA languages that totals 656 students (including summer)—an increase of over 50% in the past decade. Specialized language courses and tutoring programs provided by EALL support an additional 57 students.

As part of our NRC *East Asia and the World: Interactions and Connectivity* theme, we request funding for Tibetan as part of an initiative to focus on the impact of Buddhism both inside and outside East Asia. Initially offered in cooperation with the University of Virginia’s established program using distance education technology, Tibetan will transition to two years of personalized instruction within four years. To offer new training options for students, the Pitt in the Himalayas program will be redesigned to allow participants to use their Tibetan language skills. Owing to the difficulty of developing programs in China, the program’s focus on the Tibetan diaspora in the Himalayas offers an outstanding opportunity for immersion training.

The ASC Certificate combines two or more years of college-level language study with interdisciplinary area studies coursework. In addition, an

Table G.1: EA Language Courses, by Level of Instruction (with Enrollment and Instructors), 2016–2017						
Language	1st Year	2nd Year	3rd Year	4th Year	Enr.	Inst.
Chinese	4	4	2	3	194	11
Japanese	5	3	2	2	246	8
Korean	3	4	4	2	216	4
Total					656	

interdisciplinary Master of Arts in East Asian Studies degree for graduate students with three or more years of East Asian language study is jointly administered by EALL and ASC.

G.2. Levels of Language Training: The University of Pittsburgh offers four years of instruction in Chinese, Japanese, and Korean. All EALL programs are considered intensive (i.e., seven contact hours/week) at the First- and Second-year levels, and Third- and Fourth-year courses provide 3–5 hours per week of instruction. In addition, courses in *Advanced Reading* (Chinese/Japanese/Korean), directed research in the target language, translation

(Chinese/Japanese), classical Japanese, classical Chinese, and specialized tutoring for advanced students (i.e., beyond Fourth-year) are also available (See Appendix III for a typical course listing.). EALL majors are required to complete (1) a minimum of three years of language study (30 credits), (2) an additional advanced language course (*Advanced Readings*, *Current Events Discussion*, *Literary Chinese/Japanese*), (3) an undergraduate capstone course that requires students to craft essays in the target language, and (4) 13 credits in EA literature, linguistics, culture, or film. Recent capstone essays written by EALL students include titles such as “Navigating Disgust and Desire in Japanese Art,” “Staging in Yuan and Ming Dynasty Theater,” and “Pragmatic Meanings of Wakamono Kotoba.” Minors complete two years of language and one additional course.

G.3. Language in the Disciplines: External to EALL, a full-time Foreign Language Across the Curriculum (FLAC) Coordinator, who holds a Ph.D. in Linguistics and is co-funded by all UCIS Centers, oversees the development and curriculum of language “trailer courses” for content courses taught by area studies faculty. These trailer courses are recitations held in the target language for existing courses. Currently, field-specific EALL trailer courses are offered in Political Science, Film Studies, History of Art & Architecture, History, and Religious Studies in the three main EA languages, and funding has been requested in this grant cycle for additional sections. The University’s professional schools (e.g., Graduate School of Public and International Affairs (GSPIA), Business, Nursing, and Engineering) organize specialized discussion sections in Chinese/Japanese for interested students. In addition, the Pitt in China summer study abroad program, which targets engineering and business students, includes a survival Chinese language course.

G.4. Faculty Numbers and Training: Twelve of 17 EALL faculty members devote all or most of their time to teaching East Asian languages. Language program faculty comprises two

tenured faculty members, two full-time lecturers (Dr. Stephen Luft also is a full-time advisor for majors), three full-time instructors of Chinese, three full-time instructors of Japanese, and two full-time instructors of Korean. Eleven additional part-time instructors oversee recitation/act classes (for more on “act” see Section G.5.). All EALL full-time Chinese, Japanese, and Korean instructors have advanced degrees in EA language pedagogy and/or second-language acquisition. Tenured/tenure-stream members teach an average of four courses per year, and lecturers/instructors teach an average of three courses per semester. EALL language courses partner full-time faculty and instructors with part-time instructors. In this arrangement, full-time faculty administer the language curriculum development and coordinate classroom instruction; part-time instructors oversee all recitation/act sections and provide one-on-one tutoring. As such, the EALL has a mechanism to enable tenured faculty to mentor lecturers and instructors, which promotes stronger language pedagogy and better student learning outcomes.

G.5. Pedagogy Training: Full-time and part-time instructors not only participate in biannual EA pedagogy workshops on campus with nationally renowned scholars, but are also mentored by senior faculty. All Chinese, Japanese, and Korean part-time instructors attend a summer intensive language pedagogy workshop before beginning their teaching in the EALL. In addition, both faculty and instructors conduct weekly in-service training and required professional development training meetings (e.g., *OPI Preparation and Testing*). ASC sponsors ACTFL OPI certification and renewal for seven instructors in the Chinese (3 instructors), Japanese (2 instructors), and Korean (2 instructors) programs. Moreover, UCIS Centers organize professional development workshops on technology and pedagogy for all LCTL and EALL instructors. These workshops (e.g., *Using VoiceThread to Promote Peer Review and Assessment*) are directed by Dr. Na-Rae Han, an ASC faculty member (Linguistics) who specializes in computer-assisted language

learning and methods of assessment. Additionally, all language coordinators attend development meetings, hosted by the School of Education, to discuss language pedagogy implementation strategies. Recent topics of these meetings include *Cognition and Memory Retrieval among Language Learners*, *Error Correction*, and *Second Language Acquisition*.

G.6. Performance-Based Instruction: EALL provides performance-based instruction through the implementation of pedagogical and testing methods developed in line with nationally recognized ACTFL standards of language proficiency for all four years of instruction. Our language programs not only feature specific achievement levels for each phase of learning, but also progress to a combination of proficiency-oriented teaching and performance-based evaluation of achievement at the more advanced levels. Graduates are prepared, both academically and professionally, to achieve competency to succeed in careers central to national needs.

For example, oral performance is evaluated daily (e.g., via role play assessed with a standard rubric), and major individual oral examinations are administered two to three times a semester (e.g., via oral interview with the instructor or by performing short skits written by students). First- and Second-year Chinese, Japanese, and Korean courses feature (1) two hours of “fact” lectures per week taught in English and the target language, and (2) four to five hours of “act” classes per week. The “act” classes comprise small groups of 12 students working directly with instructors to exercise communications skills in the target language. By the third year, students have two hours per week of fact class and three hours of act class. Third- and Fourth-year lessons are conducted entirely in the target language and incorporate debate topics pertaining to, for example, social problems, news reports, politics, and popular culture. These courses also promote the acquisition of advanced reading skills through the incorporation of specially-designed texts developed under the sponsorship of ACTFL. Language classes for students in professional

programs are designed around discipline-specific content. Curricula for these courses prepare students to use EA languages in ways that reflect how the student would practice/use it outside of the classroom in personal and professional contexts (e.g., a marketing Powerpoint presented orally in the target language with visual aids). This is achieved by being responsive to student needs and interests (via beginning- and end-of-semester surveys) and analyzing the demands of the job market with regard to language proficiency (via interviews with industry stakeholders).

G.7. Quality of Language Resources: EALL employs an up-to-date digital language laboratory, located in the newly renovated Robert Henderson Language Media Center, which (1) accommodates individual and group study, (2) facilitates listening, responding, and recording at the student's pace, and (3) provides multimedia materials, video feeds, and online study resources for all EALL classes. In addition, all EALL instructors provide students with a wide range of hardware and software options to facilitate language acquisition. For example, students can not only download all listening materials required for any course in any program, but also access Internet portals to practice skills specific to any given textbook (e.g., listening comprehension tasks); moreover, instructors have access to a recording studio to create teaching/learning materials tailored for the specific needs of their students at any point during the term. Simultaneously, software programs such as *VoiceThread* provide students the opportunity to develop presentations, and *Kahoot!* provides a game-based platform for the study of languages. Finally, not only does EALL provide opportunities for conversation through weekly language tables and cultural events, but ASC also sponsors 300 hours per year of extracurricular undergraduate language tutoring for Chinese, Japanese, and Korean conducted by EALL instructors. This is available to all students, although it is designed for the retention of First- and Second-year students.

G.8. Language Proficiency Requirements: EALL follows national-level standards to ascertain language proficiency requirements among students (Table G.2), with internal baseline and progress checks conducted by ACTFL certified instructors. In terms of speaking and listening competency, by the end of the third year, all students majoring in EALL should be able to converse with ease in the target language regarding familiar topics related to their daily life, narrate timeframes, and produce sentences typical of a score in the OPI Intermediate range. Fourth-year students should be able to use language with not only more accuracy and appropriateness, but also more specialized vocabulary and grammatical sophistication. ASC and EALL arrange OPI evaluations of 50% of Second-year students and 100% of Fourth-year students. Over 85% of our students tested in EA languages in 2016–17 met the departmental goal of ACTFL Intermediate Mid or higher proficiency ratings after two years of instruction; moreover, over 95% of our students achieved at least Intermediate Mid after three years.

Table G.2: Anticipated Student Proficiency in EA Languages, Years 1-4	
Level	ACTFL scale match
Year 1	Novice high
Year 2	Intermediate mid
Year 3	Advanced low
Year 4	Advanced mid

Specific Fourth-year written and reading proficiency standards for all EA languages have also been established. In terms of formal linguistic elements, the Korean language curriculum focuses on the mastery of Hangeul; the Chinese curriculum includes pinyin and 3,000 words (comprising both single characters and two-character compounds), and the Japanese program includes hiragana, katakana, and 1,200 kanji characters. Coursework is designed to not only provide students with multiple opportunities to apperceive, process, and produce characters/kanji, but also train students to (1) make an automatic association of the meaning-sound-form triad, and (2) utilize both strategy-driven and text-driven reading strategies that adopt appropriate reading approaches for the text genre. Additionally, students will write prose using appropriate vocabulary and grammar, following the conventional rhetorical organization appropriate for the genre.

EALL students are nationally recognized for their language proficiency. For example, from 2014 to 2018, five of our students were awarded State Department Critical Language Scholarships (three for Chinese, and one each for Japanese and Korean), ten students were awarded Boren Scholarships (eight for Chinese, two for Japanese), and seven students received Gilman Scholarships (five for Japan, one for South Korea, and one for China). Moreover, one Chinese and one Japanese language student received Fulbright awards.

H. QUALITY OF CURRICULUM DESIGN

H.1. Undergraduate Curriculum and Language Requirements: ASC provides undergraduates students with several options of courses and programs that focus on East Asia. Students whose primary interest is in language or literature can major in either Chinese or Japanese through EALL. Majors must take three years of their selected language plus a semester of either advanced or classical language, and an additional 19-22 semester credits in area studies related courses. Language minors in Korean, Chinese, or Japanese through EALL, or Vietnamese in Linguistics, are required to complete 18-22 credits (see Section G.2 for options in the minor).

ASC offers an interdisciplinary credential on East Asia through the comprehensive Certificate in Asian Studies (137 undergraduate, 42 graduate enrolled in 2016–17). In the last ten years, 489 Pitt students have graduated with an ASC Certificate (354 undergraduate students and 135 graduate students). Undergraduate Certificate requirements are demanding: intermediate language proficiency, five courses focusing on East Asia taken in at least three departments, and a digital portfolio that is reviewed by EA faculty, are required for graduation. The ASC Certificate is available to students taking any major at Pitt (including all STEAM fields), by offering courses or developing EA-related curriculum within the various schools and majors. Within the Certificate, students can opt for specialized concentrations in Chinese, Japanese, or Korean Studies. As part of Pitt's Global Plan, a new *Global East Asia* Certificate will be offered. In consultation with the

ASC Faculty Advisory Board and in cooperation with Center faculty, several new courses will be developed to support the new credential, including *Digital Technology in East Asia* (History), *Religion and Medicine in East Asia* (Religious Studies), *Modern Music: East Asia* (Music), *East Asian Regionalism* (Political Science), *Healthcare in East Asia* (Nursing), *Asian Diasporas* (History), and *Migration and East Asian Culture* (Anthropology). In association with the Center for Russian and Eastern European Studies at Pitt, and partially funded by the N Humanities Connection Award, ASC is building a series of courses on water and its environmental history in Central Asia and China to link students from Business, Engineering, and Arts and Sciences. Another credential option is a BPhil Asian Studies, awarded by the University Honors College, signifying the highest level of scholarship attainable by an undergraduate student. ASC builds on traditional strengths in EAS by encouraging faculty to teach new and popular Asia related courses. In 2016-17, 106 faculty members taught over 133 undergraduate courses.

H.2. Quality of Program Requirements: Regardless of the major, minor, or certificate, Pitt EA students graduate well prepared for future careers in the public or private sectors. Table C.3 provides profiles of selected Certificate alumni. To attract students and facilitate learning opportunities ASC has funded a number of EA-specific internships (six awarded yearly) and scholarships (20-22 awarded yearly). (Please see Section G for information on EALL enrollments.) Undergraduate students can take 534 (70 language, 464 non-language) EA courses during their academic career (see Appendix IV for courses offered in 2016–17) and can participate in study abroad using ASC/Pitt funding or FLAS Fellowships funding (see B.2).

H.3. Academic and Career Advising: Undergraduates at Pitt receive exceptional one-on-one academic and career advising in their major departments. Prior to admission, ASC outreach works with regional high schools to promote EAS and expands minority student recruitment

through International Connections (career workshop for minority high school students). ASC also works closely with high school teachers across a wide region to include EAS content in high school courses around the region, sparking student interest before coming to Pitt. Post-matriculation, the Asian Studies Certificate advisor, Dr. Emily Rook-Koepsel, and undergraduate and graduate student interns visit relevant language and area studies courses. The advisor and interns also table at many campus-wide events to share information about EAS courses, credentials, scholarships, and study abroad opportunities. Once enrolled, students (undergraduate and graduate) meet at least once per year with their ASC advisor. The ASC advisor works with students to help them navigate coursework, language goals, summer study, career and professional development, co-curricular activities about EAS, and study abroad goals. In 2018-2019, students will also be able to meet with peer mentors and advisors in the newly-created Pitt Global Hub.

Over 25 workshops, lectures, and mini-courses are offered each year through the *International Career Toolkit Series* which introduces undergraduates to internship and career opportunities, including US and foreign government agencies (Dept. of State, CIA, Peace Corps, FBI, JET, etc.), information about higher education, and work in private sectors. Students can also participate in internships run by the ASC or the ASC peer-to-peer mentorship program. Finally, undergraduates are provided preparation for post-graduation careers with assistance in job application and interview preparation, foreign language testing, and networking opportunities with Pitt alumni. ASC tracks graduates upon valediction.

H.3. Training Options: Graduate students interested in EAS can enroll in ASC's Graduate Certificate in Asian Studies (42 graduates between 2014-17), which requires advanced language proficiency and six classes in three departments at graduate level. The Interdisciplinary Master of Arts (IDMA) Program, jointly run by ASC and EALL, provides an opportunity to engage in

graduate study in different departments, combining language and cultural studies. IDMA Students are required to take courses across East Asia in history, social sciences, humanities, and professional school departments. After completing the program, graduates go on to Ph.D. level study, or work in government, teaching, business, and research. At least one recent graduate has started his own EA language app in coordination with Duolingo. The School of Education offers EA coursework and opportunities at their Institute for International Education, with students preparing to be EA language teachers in US schools. GSPIA students can obtain a specialized Asian Studies Certificate focused on their interdisciplinary major. Since the GSPIA certificate encourages professional development and project management, ASC also works closely with GSPIA students to help find internships in East Asia. ASC has worked with the Katz Graduate Business program, the Law school, and the School of Public Health to make East Asian graduate certificates, which include rigorous language training and EAS coursework, available. The Center for Global Health develops grants with Shaanxi Normal University that provide field training, and School of Nursing students have access to classes and on-site research at Fudan and Capital Medical Universities. Students completing the ASC Graduate Certificate have access to career advising and the *International Career Toolkit Series* to guide their postgraduate career search.

Table H.1: Number & Percentage of Students Studying Abroad in East Asia, 2013-2017				
Number of Participating Students				
Region	13-14	14-15	15-16	16-17
China	57	117	83	107
Hong Kong	18	30	23	24
Japan	31	28	27	30
South Korea	5	7	5	8
Mongolia	0	0	0	1
Taiwan	0	0	6	4
Total	111	182	144	174
Participating Students in All Countries Worldwide				
	1,707	1,782	1,807	1,905
% of Students Study Abroad in East Asia				
	6.50%	10.21%	7.97%	9.13%

H.4. Quality of Study and Research Abroad Programs: Pitt offers significant institutional support for building and running study abroad programming. In 2016–17, over 170 students studied in EA—a marked increase over four years previously (see

Table H.1). Students participate in summer, semester-long, or year-long study to eleven universities in China (four in Hong Kong), one in Taiwan, eight in Japan, and seven in Korea for direct exchange. To better control the quality of the study abroad experience, the Study Abroad Office created Pitt-organized “Panther Programs” which are developed, organized, and led by Pitt faculty. With the twelve Panther programs that travel to EA, students are able to participate in more specialized programs taught by Pitt faculty, like the program focused on *Healthcare Delivery Systems in China*, or the culture and film-based summer program *Pitt in Japan*. The PittMAP program is an innovative study abroad trip specially designed for professional school students that takes them to three countries, and including China and/or Japan. Other programs for students in the professional schools include *Innovate*, a semester-long course that incorporates a 10-day trip to China with corporate visits (Engineering), and the College of Business Administration’s International Internship Program in Beijing, Tokyo, and Xi’an. Students may also attend study abroad programs sponsored by other universities or independent programs, and ASC and the Study Abroad Office provide assistance in finding appropriate external programs and financial aid, including Critical Language Scholarships, Schwartzman Fellowships, Freeman Foundation Scholarships, Fulbright Fellowships, Confucius Institute Scholarships, Monbukagakusho, Korean Foundation Scholarships, and Boren Scholarships. Most of Pitt’s scholarships can be used for non-Pitt programs.

I. OUTREACH

I.1. Regional and National Impact: Educational resources developed through ASC-sponsored programs for K-16 faculty are shared on the East Asia Gateway for Linking Educators (EAGLE) website as well as a new centralized, searchable UCIS Outreach website to provide access by a broad range of educators. The EAGLE currently lists 1,200 peer-reviewed materials for classroom use and has 724 separate contributors to date. ASC also disseminates information

about upcoming programs through the UCIS Outreach digital newsletter, which reaches over 2,000 K-16 educators in the Western Pennsylvania region and beyond. Through our NCTA, a multi-state survey is administered annually to track impact in the schools ranging from the incorporation of EAS in into curricula, resources purchased through funding provided, and how teaching methods were influenced by the programming offered. Table I.1 illustrates the type and number of courses offered to educators within the Mid-Atlantic region.

I.2. Faculty and Professional School

Involvement: The participation of ASC's

Table I.1: Courses offered for K-12 Educators (2014-2017 AY). Delaware, Pennsylvania, Maryland, West Virginia, Georgia	
College Level 36 Hour Seminars	11
Japanese Pedagogy Workshops	3
Online Book Groups	6
Mini-Courses (14 hours or more)	2
ASC/NCTA Short Programs	26
UCIS-Wide Short Programs	9
Study Tours to East Asia	2
Video conference presentation to multiple sites	4
College Level semester course for pre-service teachers with K-12 educators	1

affiliated faculty, including those from Pitt's professional schools—particularly the School of Education—is critical to providing content and regional expertise for nearly all of the Center's outreach activities. Various forms of faculty involvement in ASC outreach are detailed throughout section I. ASC Outreach activities are developed with the input of two established Center outreach branches—Pitt Confucius Institute and the National Consortium for Teaching About Asia. ASC spearheads professional development programs and study tours to Asia for educators, and from 2014 to 2017, ASC organized over 100 programs and events annually, often in collaboration with other university units or community organizations, that directly impacted over 13,000 people. To amplify overall internationalization efforts, ASC will partner with fellow UCIS centers on joint programs designed for high schools and community colleges, including the founding of two new distinct advisory boards—one comprised of educators and another comprised of local community

organizations and cultural institutions to coordinate efforts that promote international and global learning in the region.

I.2.A. Elementary and Secondary Schools: ASC offers new EAS curricula, teaching strategies, classroom materials, language pedagogy, and student programs, both in face-to-face programs and online. In particular, ASC facilitates the creation of teaching materials for K-12 education and disseminates information for teachers through social media and newsletters.

I.2.B. Professional Development: Collaborating with master teachers, ASC creates online resources and supports the incorporation of EA into existing and new courses across all subjects in K-12 schools. Every year Pitt's NCTA coordinates four college level seminars on EA for over 80 teachers from DE, MD, PA, and WV. In summer 2018, this program will more than double in size to reach educators in AL, IL, KY, LA, OH, MI, and MN as well. Through teaching these seminars and related programming, ASC faculty and staff share innovative research and current understandings of EA with K-12 educators. Resources developed as a result of these courses are then available nationwide on our EAGLE website. Another priority of ASC is organizing international summer study tours for educators. This summer ASC will facilitate a study tour to Nepal and Tibet, with a trip to China planned for 2019. As part of a UCIS joint initiative with the College in High School program, ASC will help inaugurate the Summer Institute for Pennsylvania Teachers in 2018. The week-long summer residential program will offer workshops to infuse international content into the Pennsylvania education system, equipping high school educators to teach globally focused courses. Finally, ASC maintains a Teacher Resource Library for use by educators with current holdings of 1,366 books, media and curriculum units.

I.2.B. Student Programs: Students are impacted through a host of opportunities ranging from the Pitt Model UN simulation to the annual High School Japanese Speech Contest to Chinese

language instruction at the Pennsylvania Governor's School. The Governor's School residential program provides a 3-week intensive course focused on international issues for high school students. The Chinese language component furthers students' knowledge of China and is one of the two introductory language courses offered. Next year, ASC plans to launch a new outreach program, East Asia in the Schools, which will bring cultural education to K-12 classrooms. ASC will partner with the Japan-America Society of Pennsylvania (JASP) and CI to help broaden the impact of this school visit program, particularly for underserved schools. Bringing technology into the classroom is another priority. As part of a UCIS-wide initiative, ASC will help pilot a new program—Global 360. Pitt students studying abroad will capture full panoramic views of international sites and then pair them with research presentations to be given in classrooms. Students will don virtual reality headsets to participate in an immersive experience based on the Pitt student's travel abroad. The 360° videos will also be uploaded to an online database to increase access nationwide.

I.2.C. Language: ASC supports Chinese language classes in over 80 different schools throughout Pennsylvania, New York, and Ohio, with currently over 41,000 students enrolled in classes. The Center provides participating schools with intern instructors from China under the supervision of mentor teachers as part of a graduate student practicum created by ASC. As a result of this dual purpose model, 26 schools have decided to hire a PA certified teacher in Chinese. Students in rural areas, in particular, are impacted by the inclusion of Chinese language studies into their schools and the opportunity to learn about Chinese culture and language from 290 native speakers as part of ongoing internationalization efforts. ASC collaborates with the JASP on an annual High School Japanese Speech Contest which supports language in area schools. University faculty serve as judges for the speech contest and a poster session. As part of the program, 60-100

students each year have the opportunity to interact with college students studying Japanese and experience a cultural demonstration. A language pedagogy workshop for the participating high school teachers is also offered. Future plans include strengthening the Chinese speech contest and investigating a program for students studying Korean.

I.2.D. Area Studies: As part of the Association for Asian Studies (AAS), Dr. Jordan has served as chair of the national Committee for Teaching About Asia and Dr. Hughes serves as chair for the Franklin R. Buchanan Prize for curriculum development, with Dr. Rook-Koepsel serving on the award committee. Dr. Jordan and Dr. Heryford are both editors for the journal *Education About Asia*. The Mid-Atlantic Region AAS (MAR/AAS) educators' workshop during the annual conference is 50% supported by ASC funding. Events and lectures sponsored by ASC and affiliated faculty bring EA content to university audiences and K-12 educators, their students, and the community at large. This includes video conference presentations that are available online.

I.2.E. Materials Development: In addition to the EAGLE website, ASC faculty created an online curriculum, *Japan: Places, Images, Times, and Transformations*, which is currently being supplemented to include teaching suggestions for high school written by teacher participants in ASC programs. A faculty-supervised pilot program focused on the Japanese epic *Tales of the Heike* is in progress with Pitt students creating audiobooks, podcasts, blog posts, and online media for educators and the general public to use.

I.3. Postsecondary Institutions: ASC connects with 13 regional schools as part of the Pittsburgh Asia Consortium (PAC) to promote EA studies as well as joining in the UCIS-wide effort to collaborate with community colleges both regionally and nationally. As a next step, ASC plans to expand its MSI outreach by strengthening alliances with partners and expanding to other schools such as a consortium of tribal colleges affiliated with the University of Washington.

I.3.A. MSI and Community College Programs: ASC provides Pitt faculty experts and organizes biannual faculty development workshops for over 120 faculty members of the Nine University and College International Studies Consortium of the Georgia state university system to help internationalize the curriculum for the aggregate 85,000 students at these MSI. In a joint UCIS-wide effort, ASC helped cultivate partnerships with Western PA regional community colleges through a series of professional development workshops for their faculty. To culminate this overall effort, ASC collaborated on a capstone conference that paired the regional community college faculty with Georgia partners to share how their involvement with the UCIS programs resulted in internationalizing their curricula. Moving forward, ASC along with UCIS plans to highlight a different theme each year that aligns with community college academic tracks—health, energy, technology, and education. A suite of programs both online via webinars and in person will be created to help colleges internationalize the thematic subject area. Faculty from MSIs and HBCUs will also be directly involved in a new summer institute for faculty on curriculum development and resources for incorporating EA studies into the post-secondary curriculum.

I.3.B. Pre-Service Teachers/Schools of Education: ASC has demonstrated a strong commitment to pre-service teacher education including the development of programs for schools of Education. On campus, ASC has played a key role in the creation of the PAGE program which links mentor high school teachers and Pitt pre-service teachers with Asian Studies undergraduates. The program provides hand-on learning for undergraduates and the integration of EA in the social studies curriculum for local high school classrooms. In the future, we plan to offer an East Asian language option as well. At Pitt's Greensburg campus, ASC faculty taught the NCTA seminar as an education course for pre-service teachers, and plans to expand the offerings of the course to a wider audience through a UCIS-wide effort titled *Teaching International Studies through the Arts*.

Pre-service teachers also benefit from inclusion in teacher-focused programs such the *Global Issues through Literature* book discussions, *Interdisciplinary Global Educators* working groups, and NCTA seminars.

I.3.C. Language: ASC supports six teachers in five universities across PA and eastern Ohio that teach Chinese to 610 students in 66 classes. As a joint program with UCIS, ASC also hosts professional training workshops in ACTFL OPI certification, integrating foreign language across the curriculum, and biannual seminar for LCTL faculty and regional university instructors. ASC hosts a statewide Chinese speech contest for postsecondary students as well. Through ASC efforts, Pitt is now a regional HSK (standardized Chinese language proficiency test) testing center for the Mid-Atlantic region.

I.3.D. Academic Co-Curricular Programs: ASC coordinates a diverse suite of events in the humanities, arts, and social sciences with renewed efforts to engage the professional schools. For example, in conjunction with the PAC, ASC organized and supported a lecture “Natural and Unnatural Disasters: 3/11, Asbestos, and the Unmaking of Japan’s Modern World” with Brett Walker, an exhibition *Strange Beauty: Radiography from Fukushima*, and an annual undergraduate research conference hosted by a regional partner school with approximately 100 participants. ASC hosted the 44th MAR/AAS in 2016, with 247 university faculty, graduate students and K-12 educators participating in panel sessions.

I.4. Business, Media, and the General Public: ASC has strengthened current ties and fostered new relationships with the business, media, and local community.

I.4.A. Business: Japanese companies comprise the largest group of foreign-owned-firm employers in the Pittsburgh region, with 30 Japanese owned companies operating 100 establishments and employing 10,600 people. ASC has long been a corporate member of JASP

with Dr. Jordan serving on their Board of Directors. ASC regularly collaborates with the JASP, Mitsubishi Electric (MEPPI), and the Toshiba International Foundation to develop programs on Japanese culture and business practices for local companies and the public. MEPPI has consulted with ASC on Japanese language offerings for their employees, including a potential pipeline program to encourage Pitt engineering students to study Japanese and intern at MEPPI. ASC is also cultivating a partnership with the Allegheny Bar Association Asia Committee and the Pitt Law School to produce joint programming. Planned for the fall is a *Comfort Women of Asia* conference that will feature scholars and practicing attorneys to lead the discussions.

I.4.B. Media: With its established connections to local organizations such as the World Affairs Council, Carnegie Museums, and Pittsburgh Cultural Trust, ASC has become a recognized resource for local media on EA. ASC is partnering with the local public television station, WQED, to create a documentary film for national distribution. The film, *Shanghai's Jewish Past* will chronicle the story of nearly 20,000 Jewish refugees who lived in Shanghai during WWII. ASC faculty and staff will provide the scholarly content, in-country contacts, and other intellectual materials (including a curriculum guide for teaching the film in high schools), and WQED will provide the production team and development of the film scheduled for release in 2020.

I.4.C. General Public: Nearly all of ASC events are open to the general public. Moreover, targeted and multi-tier programming is developed to engage the broadest audience with the Center. An example of this model is the educational programming ASC designed around the 2016 Ai Weiwei exhibition at The Andy Warhol Museum. ASC organized a roundtable discussion held at the museum, an NCTA seminar for educators, and a series of podcasts that could be accessed both in the gallery and online. ASC is currently exploring collaborations with other museums featuring Asian art exhibitions such as the Carnegie Museum of Art, the Philadelphia Museum of Art, and

a planned exhibition on Buddhist Art at the Minneapolis Institute of Art. Every year ASC participates in multiple Lunar New Year Celebrations—one held on campus with the Chinese Students and Scholars Association which attracts over 1,500 community members and several within the city, where ASC facilitates cultural activities for the public. ASC continues its ties with the Silk Screen Asian Film Festival, including sponsorship of EA films shown on campus and monthly film programming. ASC has adopted a new strategy to center outreach around high impact practices which connect students and faculty with the community. ASC organized a Japanese Coming of Age ceremony (*Seijin-shiki*) where community volunteers dressed students in traditional kimono (*kitsuke*) while others delivered speeches and cultural performances. Japanese students from Pitt's English Language Institute and the Japanese diaspora in Pittsburgh participated alongside Pitt students studying Japanese. Students gave bilingual speeches and others showcased their cultural skills such as a calligraphy demonstration. Through this program, domestic and international students, community members, and the ASC faculty and staff were able to create the first *Seijin-shiki* in Pittsburgh for the general public to experience and celebrate.

J. FLAS AWARDEE SELECTION PROCEDURES

J.1. FLAS Advertising: ASC advertises to eligible students through print and online advertisements, visits to classes, social media, information sessions hosted by ASC, EALL, professional schools, and meetings with students enrolled in our programs. We also advertise our FLAS competition more widely to regional campuses and local community colleges. Each year the FLAS competition is announced in the *Pitt News*, in the ASC monthly newsletter and website, the Center's institutional Facebook, and via e-mails to all EAS students. FLAS announcements are sent to all area studies faculty and Pitt deans, department chairs, and center directors.

J.2. Selection Procedure Timeline: Each September, ASC announces to faculty and students all scholarships managed by ASC, including FLAS Fellowships. By October, FLAS

applications are available on our website. From October through February, departments and professional schools choose their nominees, whose applications are forwarded to the FLAS Selection Committee before the end of February. Successful applicants are notified by mid-March, and asked to accept or decline by April 15. Those who accept then meet with the FLAS coordinator to ensure that their programs correspond to Department of Education requirements and priorities.

J.3. NRC Priority Languages and Programs: ASC awards FLAS Fellowships in Chinese, Japanese, Korean, Vietnamese, and Tibetan (proposed) at the Second-year level or above (FLAS Competitive Priority 2). Imposing no quotas, we support the very best among our students, regardless of their language choice. ASC vigorously recruits FLAS applications from students in Law, Education, Public Health, Information Sciences, and GSPIA, as well as from students in DSAS, so as to assure that we are contributing to the nation's variety of experts.

J.4. Student Application Process: For the graduate FLAS Fellowship, ASC uses an application form developed with Pitt's other NRCs. Applicants submit transcripts, two recommendation letters, CV, a two-page Language Study Plan, and a two-page Academic Objective Plan. Graduate students submit these materials directly to their own departments or professional schools, who already have GPA information and relevant GRE, LSAT, or GMAT scores. Departments and professional schools then nominate up to four applicants for a FLAS Fellowship. The Selection Committee chooses awardees from this pool of nominees. For the undergraduate FLAS Fellowship, students use an ASC-specific form to apply directly to the Committee. Students also submit copies of all college level transcripts, a resume, two recommendations letters, a two-page Language Study Plan, and a two-page Academic Objective Plan.

J.5. Selection Committee: The three-member selection committee is appointed by the ASC Director, and consists of EAS faculty. One member per year agrees to serve as diversity coordinator and prepares by meeting with Pitt's Office of Diversity and Inclusion. Committee members fill out individual ranking sheets, which are combined to produce a comprehensive ranking to facilitate discussion of awardees and alternates.

J.6. Selection Criteria: Graduate and Undergraduate applications are considered separately. Priority is based on the quality of individual applications, regardless of language or discipline. Selection criteria include: past and current academic performance, quality of study plan and its applicability to career plans, professional/academic need for language study, potential impact on the field of study, and financial need. Students may choose to opt into a need-based assessment of applicant's Expected Family Contribution, Pell eligibility and individual circumstances—the same mechanism in place by UCIS for evaluating study abroad and Provost scholarships. Students are also given space on the ASC application to describe any extenuating financial circumstances (FLAS Competitive Priority 1). This assessment will be done in conjunction with, but not at the expense of, a student's demonstrated scholarly achievement, potential for academic accomplishment, and suitability for the fellowship. Graduate FLAS awardees also receive additional Pitt funding to cover any difference between FLAS support and tuition rates, both in-state and out-of-state (including professional school students), and an additional \$3,000 in stipend support.

**UNIVERSITY OF PITTSBURGH - ASIAN STUDIES CENTER
EAST ASIA UNDERGRADUATE NATIONAL RESOURCE CENTER
2018-2022 BUDGET REQUEST**

PROPOSED ACTIVITIES & EXPENDITURES	Priority	Rate	2018-19	2019-20	2020-21	2021-22	Narrative Page #	Performance Measure
I. Personnel								
A. Administrative								
1. Director @ 50% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
2. Associate Director @ 65% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
3. Assistant Director of Partnerships and Programming Oversight of all NRC-related post-secondary activities. 35% effort.							9	
	Absolute 1, 2 Competitive 1, NRC Competitive 2, NRC	FY Base Pay \$55,000, balance of support from UCIS, salary inflation 3%.	\$12,000.00	\$12,360.00	\$12,730.80	\$13,112.72		1B1, 2A1, 3A1, 3B1, 3B2, 4A1, 5A1, 5A2, 5B1
Fringe		36.20%	\$4,344.00	\$4,474.32	\$4,608.55	\$4,746.81		
4. Assistant Director of Academic Affairs Oversight of all FLAS and area studies advising @ 100% effort Fringe	Competitive 1, FLAS Competitive 2, FLAS	FY Base Pay \$55,000, balance of support from UCIS	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	9	1A1, 1A2, 1A3, 1B2, 1C1, 1C2, 1C3
		36.20%	\$2,172.00	\$2,172.00	\$2,172.00	\$2,172.00		
5. Administrative Assistant Management of FLAS grants and reporting @ 50% effort, 100% funded by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	9	2A2
6. Financial Administrator @ 50% effort, funded 100% by Pitt.			\$0.00	\$0.00	\$0.00	\$0.00	6	
7. FLAC Program Assistant & Language Proficiency Coordinator							3, 31	
	Absolute 1 Competitive 2, FLAS	Co-sponsored with 5 other UCIS Centers and DSAS	\$4,800.00	\$4,944.00	\$5,092.32	\$5,245.09		2A1, 2C1, 2C2
Fringe		36.20%	\$1,737.60	\$1,789.73	\$1,843.42	\$1,898.72		
Subtotal Administrative Staff			\$31,053.60	\$31,740.05	\$32,447.09	\$33,175.34		
B. Area Studies Curriculum Development								
1. Senior Lecturer in Korean Language and Culture 50% by NRC and 50% by Pitt. 4 courses every year in Korean literature and culture. Recruitment will occur in Year 1 of grant.	Absolute 1	FY Base Pay \$60000; balance paid by DSAS.	\$0.00	\$30,000.00	\$30,900.00	\$31,827.00	2	
Fringe		29.90%	\$0.00	\$8,970.00	\$9,239.10	\$9,516.27		
2. Instructor for East Asian Regionalism Dr. Gemma Marolda (75% by NRC and 25% by	Absolute 1	\$4000 per course. Co- sponsored with Political Science.	\$0.00	\$3,000.00	\$0.00	\$0.00	37	

Fringe		29.90%	\$0.00	\$897.00	\$0.00	\$0.00		
3. Instructor for Global East Asia	Absolute 1	\$4000 per course	\$0.00	\$4,000.00	\$0.00	\$4,000.00	3, 36	1A1
<i>Dr. James Cook</i>								
Fringe		29.90%	\$0.00	\$1,196.00	\$0.00	\$1,196.00		
4. Instructor for Healthcare in East Asia	Absolute 1	\$4000 per course. Co-sponsored with the School of Nursing.	\$1,000.00	\$0.00	\$1,000.00	\$0.00	37	
<i>Dr. Brian Greene (25% by NRC and 75% by Pitt)</i>								
Fringe		29.90%	\$299.00	\$0.00	\$299.00	\$0.00		
5. Instructor for Comparative Regionalism of Europe & East Asia	Absolute 1	\$4000 per course. Co-sponsored with the European Studies Center	\$0.00	\$0.00	\$0.00	\$2,000.00	3	
<i>Dr. Gemma Marolda (50% by NRC and 50% by Pitt)</i>								
Fringe		29.90%	\$0.00	\$0.00	\$0.00	\$598.00		
6. Instructor for Asia Pop	Absolute 1		\$3,000.00	\$0.00	\$0.00	\$3,000.00	3	
Fringe		29.90%	897			897		
Subtotal Area Studies			\$5,196.00	\$48,063.00	\$41,438.10	\$53,034.27		
C. Language Curriculum Development								
1. Language Instructor for Tibetan							30	
<i>To be offered starting in year 2 via distance technology in cooperation with the University of Virginia. Instructor hired for first and second year in year 3-4</i>	Competitive 2, FLAS	\$4000 per course	\$0.00	\$4,000.00	\$8,000.00	\$8,000.00		2A2
Fringe		29.90%	\$0.00	\$1,196.00	\$2,392.00	\$2,392.00		
2. Language Instructor for Vietnamese		\$4000 per course. Co-sponsored with DSAS	\$2,000.00	\$2,000.00	\$4,000.00	\$4,000.00	2	2A2
<i>Dr. Hahn Nguyen First year in year 1-2, first and second year in year 3-4</i>	Competitive 2, FLAS							
Fringe		29.90%	\$598.00	\$598.00	\$1,196.00	\$1,196.00		
3. Language Instructor for Korean	Competitive 2, FLAS	\$4000 per course, 2 courses per year. Funded in cooperation with Pitt ASC Korea Endowment.	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	2	2A2
<i>Add a second section for first year Korean in year 1-4 (75% by NRC and 25% by Pitt)</i>								
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,794.00	\$1,794.00		
4. Support for Advanced East Asian Languages	Competitive 2, FLAS	\$4000 per course, 2 courses each in Chinese, Japanese, and Korean per year. Funded in cooperation with Pitt EA Endowments.	\$6,000.00	\$6,000.00	\$4,000.00	\$4,000.00	2	2A2, 2C2
<i>Support for 4th Year in Japanese, Korean, and Chinese</i>								
<i>Instructors: Stephen Luft, Mi-Hyun Kim, Xi Yu</i>								
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,196.00	\$1,196.00		

6. Language Trailer Course Instructors <i>Support for three courses in Years 2-4.</i>	Absolute 1,	\$1500 per course. Funded	\$0.00	\$3,500.00	\$3,500.00	\$3,500.00	31	2C1, 2C2
	Competitive 2, FLAS	in cooperation with Pitt EA endowments						
Fringe		29.90%	\$0.00	\$1,046.50	\$1,046.50	\$1,046.50		
Subtotal Language Curriculum Development			\$18,186.00	\$27,928.50	\$33,124.50	\$33,124.50		
D. Outreach								
1. Outreach Coordinator <i>Oversight and administration of Pitt ASC K-12 outreach programs. 40% of 100% appointment.</i>	Absolute 1, 2	FY Base pay \$47000;	\$18,800.00	\$19,364.00	\$19,944.92	\$20,543.27	5	3A1, 3B1, 3B2, 4A1, 4C1, 4C2,
	Competitive 2, NRC	balance from ASC. 3% yearly increase						
Fringe		36.20%	\$6,805.60	\$7,009.77	\$7,220.06	\$7,436.66		
Subtotal outreach			\$25,605.60	\$26,373.77	\$27,164.98	\$27,979.93		
TOTAL SALARIES			\$80,041.20	\$134,105.32	\$134,174.67	\$147,314.05		
II. Fringe Benefits								
See above								See above
III. Travel								
A. International Travel								
1. East Asian Library Bibliographers' Travel <i>Yearly travel to Beijing to develop East Asian Library's collection</i>							5	
Per diem in Beijing (\$119) for three days			\$357.00	\$357.00	\$357.00	\$357.00		
Lodging			\$643.00	\$643.00	\$643.00	\$643.00		
Airfare			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		
Subtotal International Travel			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00		
B. Domestic Travel								
1. MSIs/Community College Faculty Development Collaborations. <i>Travel to MSI/Community Colleges for EA faculty development workshops. 3 people, twice a year.</i>	Competitive 1, NRC	Middle Georgia State College					2, 44	3C1, 3C2, 4A1, 4B1,
Per diem in Macon, GA (\$51) for 1.5 days, 3 people, twice a year			\$459.00	\$459.00	\$459.00	\$459.00		
Lodging (provided by MGSU)			\$0.00	\$0.00	\$0.00	\$0.00		
Airfare			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00		
2. Director travel to Washington D.C. for NRC Consultation								

<i>Travel to Washington D.C. in third year of grant cycle</i>								
Per diem in Washington D.C. (\$69) for two days			\$0.00	\$0.00	\$138.00	\$357.00		
Lodging			\$0.00	\$0.00	\$140.00	\$643.00		
Mileage reimbursement			\$0.00	\$0.00	\$272.50	\$1,000.00		
Subtotal Domestic Travel			\$1,659.00	\$1,659.00	\$2,209.50	\$3,659.00		
TOTAL TRAVEL			\$3,659.00	\$3,659.00	\$4,209.50	\$5,659.00		
V. Supplies								
1. Supplies for NRC related Activities			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	40-47	
2. Printing & Supplies for NRC-supported conferences			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	40-47	
3. Georgia Consortium materials			\$500.00	\$500.00	\$500.00	\$500.00	13	3C2, 4A1, 4B1,
4. EA Library Development							24-26	
<i>Increase access for students and public to EA research materials.</i>			\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00		
5. Chinese Village-level Gazetteers							5, 25	
<i>Funds to scan and develop online database of village-level records.</i>			\$1,500.00	\$1,000.00	\$0.00	\$0.00		
TOTAL SUPPLIES AND MATERIALS			\$15,000.00	\$14,500.00	\$13,500.00	\$13,500.00		
VIII. Other								
A. Outreach								
K-12/Social Studies								
1. Mid-Atlantic Region Association of Asian Studies Social Studies Workshop							44	
<i>for K-12 educators in the Mid-Atlantic Region</i>	Absolute 2	Co-sponsored with the Association of Asian Studies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		3C2, 4A1, 4B1,
	Competitive 2, NRC							
2. East Asia in Local Schools							43	
<i>Classroom programs in K-12 schools</i>	Absolute 2	Co-sponsored by Japan American Society of Pennsylvania and Confucius Institute	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1, 3B1, 3B2, 4A1, 4C1, 4C2
	Competitive 2, NRC							
3. Digital East Asia Online							43	3B1, 3B2
a. Global 360°	Absolute 2	Co-sponsored with 5 other UCIS Centers	\$700.00	\$300.00	\$300.00	\$300.00		
	Competitive 2, NRC							
b. Web Resources for Educators	Absolute 2	Co-sponsored with the Freeman Foundation	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	40	4A1
	Competitive 2, NRC							
4. Pennsylvania Governor's School							43	
<i>Summer residential program for high school students</i>		Co-sponsored with GSC	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1
5. Model United Nations		Co-sponsored with 5 other UCIS Centers	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	42	3A1

6. K-12 Teacher Training Programs for teachers from foreign languages, language arts, and social studies	Absolute 2							
a. East Asia K-12 Educators Study Tours (Stipends to educators)	Absolute 2 Competitive 2, NRC	Co-sponsored by the Freeman Foundation	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	41-43	4A1, 4C1, 4C2
a. Summer Institute for Pennsylvania Teachers	Absolute 2 Competitive 2, NRC	In cooperation with the College in High School program	\$0.00	\$1,500.00	\$2,500.00	\$2,500.00	42	3A1,3B1, 3B2, 4A1
b. Global Issues Through Literature	Absolute 1, 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$910.00	\$910.00	\$910.00	\$910.00	46	3A1, 3B1, 3B2, 4A1
c. Interdisciplinary Global Educators	Absolute 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$1,690.00	\$1,690.00	\$1,690.00	\$1,690.00	46	3A1, 3B1, 3B2, 4A1
d. Workshops in conjunction with Pitt ASC Conferences	Absolute 1,2 Competitive 2, NRC		\$750.00	\$750.00	\$750.00	\$750.00	3	
K-12/Language								
7. Chinese in K-12 schools	Absolute 2	CI	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	46	3A1, 3B1, 3B2, 4A1
8. PA High School Japanese Speech Contest	Absolute 2	Japan America Society of Pennsylvania (JASP)	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
9. PA High School Chinese Speech Contest	Absolute 2	CI	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
10. PA High School Korean Speech Contest	Absolute 2		\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
11. Japanese Pedagogy Educator Workshops	Absolute 2	JASP	\$500.00	\$500.00	\$500.00	\$500.00	42-43	4A1
Postsecondary/Area Studies								
12. Pre-Service educator programs from foreign languages, language arts, and social studies	Absolute 2 Competitive 2, NRC							
a. Partnership for Advancing Globalized Education	Absolute 2 Competitive 2, NRC	In cooperation with the School of Education.	\$1,125.00	\$1,125.00	\$1,125.00	\$1,125.00	45	4C1,4C2
b. Pennsylvania Teaching International Studies Through the Arts program for K-12 educators	Absolute 2 Competitive 2, NRC		\$0.00	\$4,000.00	\$0.00	\$4,000.00	45	3A1, 3B1, 3B2, 4A1
13. MSI/Community College Collaborations <i>Workshops, webinars and resources</i>	Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers and MSI/Community College Partners	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	45	3C1, 3C2, 4B1
14. Nine University and College International Studies Consortium of Georgia Workshops	Competitive 1, NRC	Co-sponsored with the Nine University and College International Studies Consortium of Georgia	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	3C1, 3C2, 4B1

15. Young Scholar China Curriculum Development Workshops	Competitive 1, NRC	Sponsored in cooperation with the Chiang Ching-kuo Foundation	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	4B1
16. Conferences on the theme of "Global East Asia"							3	
a. Migrants and Globalization <i>a conference on the East Asian diaspora</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$5,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
b. East Asian Diaspora: Labor and Infrastructure in the Americas <i>A conference on the connections between East Asia and infrastructure in the Americas</i>	Absolute 1	Funded in part by DSAS and Pitt endowments.	\$4,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
c. Asia Pop speaker series <i>A speaker series about the global reach of Asian popular music.</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$3,000.00	\$0.00	\$0.00	\$3,000.00		1A1, 1A2
d. Sexual Slavery in Asia Conference <i>A conference analyzing the legal considerations of sexual slavery in Asia.</i>	Absolute 1	Funded in part by School of Law and Korea Foundation.	\$3,000.00	\$0.00	\$0.00	\$0.00		5A1, 5A2, 5B1
e. China and the Persianate World <i>A conference on the connections between China and the Persianate World</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$4,000.00	\$0.00	\$0.00		
f. Buddhism and Politics <i>A conference on the interplay of religion and politics in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$0.00	\$0.00	\$4,000.00	\$0.00		
g. Mapping Maritime Continuity Between East Asia and Africa <i>A conference analyzing East Asia's connections with Africa</i>	Absolute 1	Co-funded with the African Studies Program.	\$0.00	\$0.00	\$3,000.00	\$0.00		
h. China and the Globalization of Commercial Law <i>A conference analyzing China's effect on the globalization of commercial law</i>	Absolute 1	Funded in part by School of Law and Pitt China endowment.	\$0.00	\$0.00	\$4,000.00	\$0.00		5A1, 5A2, 5B1
17. Conferences on the theme of "Digital Creation"							5, 6	
a. Digital East Asia-Connectivity <i>A series of workshops on the digital humanities in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00		51A
b. Manchu Translation <i>A conference on the translation of Manchu texts</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$3,000.00	\$0.00	\$0.00		
c. Development from the Bottom Up-- Village-level administration as a factor in China's 40-year Economic Boom <i>A conference on local administration in China</i>	Absolute 1	Funded in part by DSAS and China Endowments.	\$0.00	\$0.00	\$0.00	\$3,000.00		

18. Conferences on the theme of "Exploring East Asian Culture."							3	
a. Writing China from the Ground Up <i>A conference on nonfiction writing</i>	Absolute 1		\$5,000.00	\$0.00	\$0.00	\$0.00		
b. Japanese Food for Thought <i>A conference on Japanese food</i>	Absolute 1	Funded in part by DSAS and Pitt Japan endowments.	\$0.00	\$5,000.00	\$0.00	\$0.00		
25. Speaker travel (domestic) <i>Travel support for domestic speakers for 2-4 conferences per year.</i>			\$3,200.00	\$3,900.00	\$2,000.00	\$2,200.00	3	1A1, 5A1
26. Speaker travel (international) <i>Travel support for international speakers for 2-4 conferences per year.</i>			\$4,250.00	\$2,140.00	\$1,800.00	\$1,500.00	3	1A1, 5A1
Postsecondary/Language								
28. Pennsylvania Chinese Speech Contest <i>Statewide contest for college students</i>	Competitive 1, NRC	Co-sponsored with Pitt CI	\$500.00	\$500.00	\$500.00	\$500.00	46	
29. East Asian Languages Regional Instructor Workshop <i>for teachers of C, J, and K - Prof service fees for lecturers, travel/per diem, and materials</i>	Absolute 2 Competitive 1, NRC	Co-sponsored by EALL	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	46	2A1, 2A2, 2C1, 2C2
30. Language Trailer Course Development	Absolute 1, Competitive 2, FLAS		\$3,000.00	\$0.00	\$0.00	\$0.00	31	2C1, 2C2
31. FLAC Coordinator Travel			\$0.00	\$1,500.00	\$0.00	\$0.00	31	2C1, 2C2
Postsecondary/Career Advising								
32. "International Toolkit" Undergraduate Student Program							4,17,19,20,38,39	
<i>a. Career Workshops</i>	Absolute 1 Competitive 1, NRC		\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00		1C1, 1C3
<i>b. Career Readiness and International Toolkit Graduate Fellow</i>	Absolute 1 Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		1B2, 1C1, 1C2, 1C3
33. ASConnect Alumni programming and tracking <i>for NRC activities.</i>			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	26	
Business, Media, General								
36. Shanghai Refugees curriculum development <i>Consultation and curriculum development for a documentary on WWII refugees displaced to Shanghai.</i>	Absolute 2	Funded in conjunction with NEH grant for documentary film.	\$5,000.00	\$2,500.00	\$2,500.00	\$0.00	47	5A2, 5B1
37. Support of Local Asian Film Festivals			\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	48	5B1

38. Museum Partnerships in East Asia	Absolute 2		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	12, 28, 47	5B1
39. Toshiba Japan Lecture Series			\$250.00	\$250.00	\$250.00	\$250.00	47	5A2, 5B1
Subtotal Outreach			\$81,975.00	\$73,665.00	\$65,925.00	\$62,325.00		
B. Course Development								
1. Digital Technology in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$1,000.00	\$0.00	\$0.00	\$0.00	3, 6, 37	
2. Religion and Medicine in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$1,000.00	\$0.00	\$0.00	3, 37	
3. Modern Music: East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$0.00	\$1,500.00	\$0.00	37	
4. Contemporary Chinese Non-Fiction Course development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC China Endowment.	\$2,000.00	\$0.00	\$0.00	\$0.00	3	
Subtotal Course Development			\$3,000.00	\$1,000.00	\$1,500.00	\$0.00		
C. ASC Program Evaluation								
1. On-line Instrument development and upkeep.		In cooperation with UCIS	\$1,500.00	\$1,000.00	\$500.00	\$0.00	14-17	
2. Survey management		In cooperation with UCIS	\$750.00	\$1,000.00	\$1,000.00	\$2,000.00	14-17	
3. Focus groups of students and faculty		In cooperation with UCIS	\$0.00	\$1,000.00	\$0.00	\$1,000.00	14-17	
4. External Evaluation					\$4,000.00		14-17	
5. Analysis and Reports with outside consultant		In cooperation with UCIS	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	14-17	
Subtotal Evaluation			\$4,250.00	\$5,000.00	\$7,500.00	\$5,000.00		
TOTAL OTHER			\$89,225.00	\$79,665.00	\$74,925.00	\$67,325.00		
IX. Total Direct Costs			\$187,925.20	\$231,929.32	\$226,809.17	\$233,798.05		
FOUR YEAR TOTAL						\$880,461.73		
X. Indirect Cost @8%			\$15,034.02	\$18,554.35	\$18,144.73	\$18,703.84		
FOUR YEAR TOTAL INDIRECT						\$70,436.94		
TOTAL NRC COST WITH INDIRECT			\$202,959.22	\$250,483.66	\$244,953.90	\$252,501.89		
NRC FOUR YEAR TOTAL COST						\$950,898.67		
XI. Training Stipends								
Academic Year Fellowships								

Graduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Three (3) Institutional Payments: Tuition/Fees @ \$18,000	Competitive 2, FLAS		\$54,000.00	\$54,000.00	\$54,000.00	\$54,000.00		
Three (3) Stipend Payments @ \$15,000	Competitive 2, FLAS		\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00		
Undergraduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Institutional Payments: Tuition/Fees @ \$10,000	Competitive 2, FLAS		\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00		
Five (5) Stipend Payments @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Summer Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Undergraduate and Graduate Student Fellowships: Tuition/Fees @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Five (5) Stipend Payments @ \$2,500	Competitive 2, FLAS		\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00		
FLAS Fellowships Total			\$211,500.00	\$211,500.00	\$211,500.00	\$211,500.00		
FLAS GRAND TOTAL						\$846,000.00		
XII. Total Costs			\$414,459.22	\$461,983.66	\$456,453.90	\$464,001.89		
NRC and FLAS GRAND TOTAL						\$1,796,898.67		

Note: Project Director Joseph Alter will manage the grant and take part in some of these grant activities as part of his regular responsibilities as Director of the Asian Studies Center. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

Other Attachment File(s)

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APPENDIX II: FACULTY AND PERSONNEL BIOGRAPHIES

FACULTY AND PERSONNEL TERMINOLOGY

Faculty and personnel are separated into two categories: **core** and **affiliated**.

Core designates individual faculty with appointments in the departments or schools of the University of Pittsburgh who specialize in the East Asia region or any of its component nations and territories. Core faculty must 1) regularly teach courses with at least 25% East Asia content (within three academic years); or 2) annually commit to at least 25% research time or administrative activities with relation to the East Asia region.

Affiliated designates individual faculty with appointments in departments or schools of the University of Pittsburgh who: 1) specialize in other regions of Asia or Asia as a whole, without particular emphasis on East Asia; or 2) have resided in Asia or conducted significant research or consulting in Asia but do not necessarily teach courses with 25% or more East Asia-specific content on a regular basis.

Staff and project-related personnel have additional information identifying primary responsibilities connected to the Asian Studies Center's East Asia focus.

Faculty and personnel are also marked by their tenure status: **tenured** (T), **tenure track** (TT), and **non-tenure track** (NT). Non-tenure track faculty include visiting faculty and scholars, adjunct faculty, and project-related personnel who do not have faculty appointments at the University of Pittsburgh.

LANGUAGE ABILITY REFERENCE SCALE

Proficiency in languages other than English are noted on each biographical profile, using a 1-5 scale. Native speakers of a language are given a rating of 5. Ratings are based on the nationally recognized proficiency scale developed by the American Council for Teaching Foreign Languages (ACTFL), used in the Oral Proficiency Interview (OPI) for foreign language competency. Those with background in classical Japanese or Chinese are compared on the same scale with regards to reading/writing proficiency.

Scale	Equivalent ACTFL Oral Proficiency Rating (Estimated)
1	Novice low-mid
2	Novice high – Intermediate low
3	Intermediate mid – high
4	Advanced low – mid
5	Advanced high – Superior

Name	Status	Title (Tenure Status)	Regional Focus	Page
Project Director				
Alter, Joseph S.	Core	Professor (T)	Asia	7
Project Evaluation Specialist				
Reicks, Martha	Independent Evaluation Consultant			8
Anthropology				
Alter, Joseph S.	Core	Professor (T)	Asia	8
Barton, Loukas	Core	Assistant Professor (TT)	Northeast Asia	9
Brown, Laura	Affiliated	Assistant Professor (TT)	South Asia	9
Constable, Nicole	Core	Professor (T)	Asia	10
Drennan, Robert	Affiliated	Distinguished Professor (T)	China	10
Hayden, Robert M.	Affiliated	Professor (T)	China	11
Kao, Phillip	Affiliated	Visiting Assistant Professor (NT)	East Asia	11
Lukacs, Gabriella	Core	Associate Professor (T)	Japan	12
Phan, Tyler	Affiliated		Asia	12
Scaglione, Richard	Affiliated	Research Professor (T)	Pacific Islands	13
Strathern, Andrew	Affiliated	Mellon Professor (T)	Taiwan	13
Bioengineering				
Borovetz, Harvey	Affiliated	Professor (T)	China	14
Business				
Bhattacharya, CB	Affiliated	Professor (T)	India	14
Blair, Andrew	Affiliated	Professor (T)	Japan	15
Camillus, John	Affiliated	Professor (T)	India	15
Chiang, Wes	Affiliated	Assistant Professor (TT)	China	16
Cohen, Susan	Affiliated	Associate Professor (T)	China	16
Feick, Lawrence	Affiliated	Professor (T)	Asia	17
Harper, Paul	Affiliated	Clinical Assistant Professor (NT)	Asia	17
Lin, Leming	Affiliated	Assistant Professor (TT)	China	18
Madhavan, Ravi	Affiliated	Professor (T)	China	18
Mirchandani, Prakash	Affiliated	Professor (T)	Asia	19
Nair, Nisha	Affiliated	Clinical Assistant Professor (NT)	Asia	19
Olson, Josephine	Affiliated	Professor (T)	Asia	20
Schultz, Bryan	Affiliated	Director of International Program (NT)	Asia	20
Whang, Yun-Oh	Affiliated	Clinical Assistant Professor (NT)	Korea	21
Classics				

Floyd, Edwin	Affiliated	Professor Emeritus (T)	Asia	21
East Asian Languages and Literatures				
Crawford, William	Core	Adjunct Associate Professor (NT)	China, Japan	22
Exley, Charles	Core	Associate Professor (T)	Japan	22
Fan, Fan	Core	Associate Instructor (NT)	China	23
Howard, Sachiko	Core	Instructor (NT)	Japan	23
Hsieh, Wan-ching	Core	Assistant Instructor (NT)	China	24
Joo, Kyung-Ok	Core	Instructor (NT)	Korea	24
Jordan, Brenda G.	Core	Adjunct Assistant Professor (NT)	Japan	25
Kim, Mi-Hyun	Core	Lecturer (NT)	Korea	25
Kowalchuck, Noriko	Core	Assistant Instructor (NT)	Japan	26
Luft, Stephen	Core	Lecturer (NT)	Japan	26
Nara, Hiroshi	Core	Professor (T)	Japan	27
Oshimo, Junzo	Core	Assistant Instructor (NT)	Japan	27
Oyler, Elizabeth	Core	Associate Professor (T)	Japan	28
Qian, Kun	Core	Associate Professor (T)	China	28
Shin, Seung-hwan	Core	Assistant Professor (NT)	Korea	29
Sun, Cecile Chu-Chin	Core	Professor (T)	China	29
Wei, Juchun	Core	Assistant Instructor (NT)	China	30
Xu, Yi	Core	Associate Professor (T)	China	30
Economics				
Berkowitz, Daniel	Affiliated	Professor (T)	Central Asia	31
Rawski, Thomas G	Core	Professor Emeritus (T)	China	31
Shamdasani, Yogita	Affiliated	Assistant Professor (TT)	India	32
Wang, Stephanie	Core	Assistant Professor (T)	China	32
Education				
Berman, David	Affiliated	Emeritus Associate Professor (T)	Asia	33
Donato, Richard	Affiliated	Associate Professor (T)	Asia	33
Jacob, W. James	Core	Associate Professor (T)	Asia	34
Kinloch, Valerie	Affiliated	Dean and Professor (T)	Asia	34
Porter, Maureen	Affiliated	Associate Professor (T)	Asia	35
Shafiq, M. Najeeb	Affiliated	Associate Professor (T)	Asia	35
English & Film Studies				
Andrade, Susan Zulema	Affiliated	Associate Professor (T)	Asia	36
Li, Jinying	Core	Assistant Professor (TT)	East Asia	36
Lowenstein, Adam	Affiliated	Associate Professor (T)	East Asia	37
Majumdar, Neepa	Affiliated	Associate Professor (T)	Asia	37
Meyer, Michael	Core	Assistant Professor (TT)	East Asia	38
Puri, Shalini	Affiliated	Associate Professor (T)	Asia	38
Gender, Sexuality, and Women's Studies				
Cohen, Freyda	Core	Senior Lecturer (NT)	China	39

Geology				
Eizenhofer, Paul	Affiliated	Postdoctoral Associate (NT)	Central Asia	39
Hispanic Languages & Literatures				
Kim, Veronica Junyoung	Affiliated	Assistant Professor (TT)	East Asia , Asian diaspora	40
History				
Adal, Raja	Core	Assistant Professor (TT)	Japan	40
Cook, James	Core	Adjunct Associate Professor (NT)	China	41
Mostern, Ruth	Core	Associate Professor (T)	China	41
Nappi, Carla	Core	Associate Professor (TT)	China	42
Pickett, James	Affiliated	Assistant Professor (TT)	Central Asia	42
Smith, Jomo	Core	Visiting Assistant Professor (NT)	China	43
History of Art and Architecture				
Gao, Minglu	Core	Associate Professor (T)	China	43
Gerhart, Karen	Core	Professor (T)	Japan	44
Linduff, Katheryn	Core	Professor Emerita (T)	China	44
Rajagopalan, Mrinalini	Affiliated	Assistant Professor (TT)	Asia	45
McCoy, Michelle	Core	Assistant Professor (TT)	China	45
Information Science				
He, Daqing	Affiliated	Assistant Professor (T)	China	46
Wang, Y. Ken	Affiliated	Associate Professor (T), Pitt Bradford	China	46
Law				
Brand, Ronald	Affiliated	Professor (T)	Asia	47
Chew, Patricia	Core	Professor (T)	China	47
Linguistics				
Han, Na-Rae	Affiliated	Instructor (NT)	Korea and Japan	48
Juffs, Alan	Core	Associate Professor (T)	China and Japan	48
Park, Karen	Affiliated	Assistant Professor (TT)	Pacific Islands	49
Medicine				
Xia, Yaqin	Affiliated	Assistant Professor (TT)	China	49
Music				
Ayyagari, Shalini	Affiliated	Assistant Professor (TT)	South Asia	50
Weintraub, Andrew	Affiliated	Professor (T)	Asia	50
Nursing				
Greene, William Brian	Affiliated	Adjunct Lecturer (NT)	China	51
Ren, Dianxu	Affiliated	Associate Professor (TT)	China	51
Pharmacy				
Xie, Xianqun	Affiliated	Professor (T)	China	52

Political Science				
Ding, Yue	Core	Assistant Professor (TT)	China	52
Marolda, Gemma	Affiliated	Lecturer (NT)	Southeast Asia	53
Shimizu, Kaoru	Core	Assistant Professor (NT)	China and Japan	53
Psychology				
Frieze, Irene	Affiliated	Professor Emerita (T)	Asia	54
Public Health				
Bunker, Clareann	Affiliated	Adjunct Professor (NT)	Asia	54
Kumar, Supriya	Affiliated	Assistant Professor (TT)	India	55
Pickett, Jessica	Affiliated	Director of Research and Global Programs (NT)	Asia	55
Public and International Affairs				
Comfort, Louise	Affiliated	Professor Emeritus (T)	Japan	56
Finkel, Muge Kokten	Affiliated	Assistant Professor (NT)	Japan	56
Murtazashvili, Jennifer	Affiliated	Assistant Professor (TT)	Central Asia	57
Williams, Phil	Affiliated	Professor (T)	Asia	57
Religious Studies				
Bakic-Hayden, Milica	Affiliated	Lecturer (NT)	Asia	58
Chilson, Clark	Core	Associate Professor (T)	East Asia	58
Sociology				
Hashimoto, Akiko	Core	Emeritus Associate Professor (T)	Japan	59
Singh, Vijai P.	Affiliated	Professor (T)	Asia	59
Statistics				
Cheng, Yu	Affiliated	Associate Professor (T)	Asia	60
East Asia Library Librarians and Staff				
Good, Hiroyuki	Core	Japanese Cataloger (T)	Japan	60
Liu, Lotus Yu-Lien	Core	Library Specialist for Gateway Services (NT)	East Asia	61
Zhang, Haihui	Core	East Asian Library Head	East Asia	61
Asian Studies Center Staff				
Alter, Joseph S.	Core	Director	Asia	62
Cook, James	Core	Associate Director	Asia	62
Heryford, Michele	Core	Director, Confucius Institute	Asia	63
Hughes, Patrick	Core	Assistant to the Director, NCTA	Asia	63
Jacobson, Rachel	Core	Administrative Assistant	Asia	64
Jordan, Brenda G.	Core	Director, NCTA; Japan Studies Coordinator	Asia	64
Kawaratani, Lynn	Core	Assistant Director for Partnerships & Programming	Asia	65
Luck, Henry	Core	Financial Administrator	Asia	65

Rook-Koepsel, Emily	Core	Assistant Director for Academic Affairs	Asia	66
Wang, Haixia	Core	Confucius Institute Coordinator	Asia	66
Wood, Diana	Core	Outreach Coordinator, NCTA	Asia	67
East Asian Languages and Literatures Part-time Language Instructors				
Bang, Soo Yong	Core	Part-Time Language Instructor (NT)	Korean	67
Choi, Jungwon	Core	Part-Time Language Instructor (NT)	Korean	68
Deutsch, Yukiko Otani	Core	Part-Time Language Instructor (NT)	Japanese	68
Hu, Liuliu	Core	Part-Time Language Instructor (NT)	Chinese	69
Kim, Soo-Jin	Core	Part-Time Language Instructor (NT)	Korean	69
Liang, Di	Core	Part-Time Language Instructor (NT)	Chinese	70
Liu, Don	Core	Part-Time Language Instructor (NT)	Chinese	70
Ninomiya, Chisato	Core	Part-Time Language Instructor (NT)	Japanese	71
Oh, Jiyeon	Core	Part-Time Language Instructor (NT)	Korean	71
Ramsey, Chie Arai	Core	Part-Time Language Instructor (NT)	Japanese	72
Project Affiliated Personnel				
Bernstein, Jeff		China CEO of My Job Tank Inc.	China	72
Johnson, Tina Phillips		Associate Professor; Department of History, Saint Vincent College	China	73
Liu, Shiyung		Deputy-Director, Institute of Taiwan History, Academia Sinica	Taiwan	73
Sashti, Rajgopal		Director of International Program Development	Asia	74
Schwartz, Louis B.		President, China Strategies, LLC	China	74
Shi, Yaojiang		Professor, Center for Experimental Economics in Education	China	75

PROJECT DIRECTOR

ALTER, Joseph Stewart

Rank: Professor (tenured)

Education: Ph.D., University of California, Berkeley, 1989

Distinctions: Principal Investigator for National Science Foundation grant on “Ecological Health and the Embodiment of Nature: Environmentalism, Social Class and Nature Cure in Modern India” (\$120,500, 2012-2014); Director, “Wisdom and Aging” multi-disciplinary research project (\$150,00) involving the Graduate School of Public Health, School of Law, University Center for International Studies and the Dietrich School of Arts and Sciences (2012-2015)

Specialization: medical Anthropology; ecology; sexuality; physical fitness; nationalism

IAS Courses Taught: The Anthropological Imagination, Asian Medicine and Globalization, Religion and Ecology, Himalayan Geography, Himalayan Natural History, Mountains and Medicine, Magic and the Supernatural Body

% Effort, IAS Courses: 80%

Language Proficiencies: Hindi (4)

Overseas Experience: China, India

Dissertation and theses supervised in past 5 years: 22

Recent Publications:

- 2012 “Sacrifice and Immortality: Theoretical Implications of Embodiment in Hathayoga.” *Journal of South Asian Studies* 35 (2): 408-433.
- 2011 *Moral Materialism: Sex and Masculinity in Modern India*. Penguin: New Delhi.
- 2011 *Knowing Dil Das: Stories of a Himalayan Hunter*. Alexandria, VA: Alexander Street Press (ebook)
- 2011 “Yoga, Modernity and the Middle-Class: Locating the Body in a World of Desire” In Companion to South Asian Studies. Pp. 154 – 168. Isabelle Clark-Deces ed. Hoboken, NJ: Wiley-Blackwell.

Joseph S. Alter is Professor of Anthropology and UCIS Research Professor at the University of Pittsburgh. A medical anthropologist by training, he has been at Pitt for twenty-five years, and has served as chair of the Department of Anthropology for six years. Alter’s research focus is on Asian medical systems, broadly defined, including work on the cross-cultural comparative study of Ayurveda, yoga, physical fitness and sexuality. He has published six books with leading university presses and numerous essays in major international journals. Several articles and a volume entitled *Asian Medicine and Globalization* examine the historical interaction between South, East and Southeast Asia as well as the connectivity of medical knowledge as a function of interaction in these zones. Alter’s published work, based on funding from the NEH, NSF and other agencies and organizations, critically examines the problem of cultural continuity in contexts of colonial domination, nationalist activism and ideological formation. His work is broadly and expressly comparative and interdisciplinary combining ethnography, history, sociology, public health and philosophy as well as literary analysis and philology. Alter has recently focused on the Himalaya mountain range as a zone of cultural contact and communication between South, Central and East Asia. To creatively integrate both teaching and research interests he established in 2013 [Pitt in the Himalayas](#), an innovative study abroad program. He has run the program for the past six years. Based on expeditions, seminars, guest lectures and language training, students on the program study trans-Himalayan trade, the history of Tibet and Tibetan exile, Buddhist monasticism in contemporary practice as well as a broad range of environmental issues that have a direct impact on the climate and riverain ecology of South, East and Southeast Asia. In the context of this program he regularly teaches two seminars, *Religion and Ecology* and *Mountains and Medicine*. On the Pitt campus he teaches two popular undergraduate courses, *Asian Medical Systems* and *Magic and the Supernatural Body in Asia*.

PROJECT EVALUATION SPECIALIST

REICKS, Martha

Title: Principal, Martha Riecks Consulting (www.askandevaluate.org)

Education: Master of Public Administration, University of Pittsburgh, 2008

Center Affiliation: Evaluation Specialist, University Center for International Studies (including Asian Studies Center)

Related Experience: Principal, Martha Riecks Consulting (2010-present); member, American Evaluation Association

Specialization: Providing specialized consulting services to nonprofit and educational institutions, including program evaluation and measurement, logic model development, staff training, surveys and analyses, and implementation of strategic plans; graduate coursework in Policy Analysis, Strategic Measurement, Performance Measurement and Evaluation, Human Resource Management, Financial Management, and Volunteer Management

ANTHROPOLOGY (Dietrich School of Arts & Sciences)

ALTER, Joseph Stewart

See page 7 for profile under “Project Director.”

BARTON, Loukas

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of California, Davis, 2009

Academic Experience: Assistant Professor (2010–2011), Department of Anthropology, University of Alaska, Fairbanks; Archeologist (2007–2011), United States National Park Service, King Salmon, Alaska

Distinctions: Co-P.I. on “The archaeology of archaic and early modern humans in Northwest China,” funded by the Leakey Foundation (w/ Robert Bettinger and Chris Morgan, 2007-2008); recipient of grants from the U.S. National Park Service

Specialization: Anthropology and archaeology of hunter-gatherers; evolutionary ecology; the origins of agriculture and domestication; China; northeast Asia; Alaska; Northwest North America

IAS Courses Taught: Human Behavioral Ecology, Cavemen!, Lithics, Archaeological Data Analysis 1

% Effort, IAS Courses: 50%

Language Proficiencies: Spanish (3), Mandarin Chinese (1)

Overseas Experience: China, Mongolia, Russia

Dissertation and theses supervised in past 5 years: 30

Recent Publications:

- 2017 with Morgan, C., Tushingham, S., Garvey, R., Bettinger, R.L., “Hunter-gatherer economies in the Old World and New World,” *Oxford Research Encyclopedia of Environmental Science: Agriculture and the Environment*, Oxford University Press.
- 2016 with Flad, R.K., eds. “The Peopling of the Tibetan Plateau: a Special Issue of Archaeological Research in Asia”, volume 5, Elsevier Press: Amsterdam, March, 2016.
- 2016 with Sturm, C., Clark, J.K.. “The logic of ceramic technology in marginal environments: Implications for mobile life,” *American Antiquity*, 81(4); 645-663.
- 2016 “The cultural context of biological adaptation to high elevation Tibet,” *Archaeological Research in Asia*, 5: 4-11.

BROWN, Laura

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of Michigan, 2010

Academic Experience: Postdoctoral fellow, Rutgers Center for Cultural Analysis (2010-2011)

Distinctions: Recipient of Hewlett Type II Fellowship, Summer 2013

Specialization: Political economy and language; linguistic production of subjects, stances, and responsibility; anthropology of exchange, commerce, and money; ethnography of writing; materiality and circulation; media and publics in South Asia; everyday life in South Asia

IAS Courses Taught: Ethnography of Writing and Recording; Language Ideologies; Anthropology of South Asia; Language and Media; Language and Culture; Introduction to Cultural Anthropology

%Effort, IAS Courses: 100%

Language Proficiencies: Tamil (3), German (3), Hindi (1)

Overseas Experience: India

Recent Publications:

- 2014 “A Public Backstage: The Politics and Possibilities of Overheard Talk in Tamil Grocery Shops,” *Language and Communication*, vol 34(1): 35-45.(Published online 9/16/2013)
- n.d. “Under-writing debts: accounts of credit and credulity in Tamil Nadu’s roadside grocery shops.” *Journal of Linguistic Anthropology*
- n.d. “The Digital Circulation of Printed Paper: Wrinkles in the Reading of Tamil Wedding Invitations.” *Journal of Material Culture*
- n.d. Book Manuscript: *Overheard Economies: Credit and Conversation in South Indian Grocery Shops*. Studies in the Anthropology of Language, Oxford University Press.
- n.d. “Listening to Laughter and Exclamation Points: Linguistic Anthropology and the Limits of Exchange” in *A Research Companion to Anthropology*, Ashgate. Andrew Strathern and Pamela Stewart, eds.

CONSTABLE, Nicole

Rank: Professor (tenured)

Education: Ph.D., University of California Berkeley, 1989

Academic Experience: Professor, Department of Anthropology, University of Pittsburgh (2002-present); Research Professor, University Center for International Studies, University of Pittsburgh (2002-present); J.Y. Pillay Global-Asia Professor of Social Sciences, Anthropology, Yale-NUS college (2015-2016)

Distinctions: JY Pillay Professorship Yale-NUS College (2015); Senior Research Fellow, Asian Research Institute, National University of Singapore (\$15,000, 2018)

Specialization: Cultural Anthropology, Chinese Society and Culture, Gender Perspectives in Anthropology, Gender in East Asia, Critical Approaches to Ethnography, Virtual Ethnography, Global Intimacies, Kinship and Gender, Folklore and Cultural Diversity

IAS Courses Taught: Gender in East Asia; Writing Culture; Global Intimacies

% Effort, IAS Courses: 50%

Language Proficiencies: Cantonese Chinese (2)

Overseas Experience: Hong Kong, Java (Indonesia), Singapore, China, India, Japan, South Korea, Taiwan, Philippines

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- 2014 *Born out of Place: Migrant Mothers and the Politics of International Labor*. Berkeley: University of California Press. Co-published with Hong Kong University Press.
- 2018 "Assemblages and Affect: Migrant Labour and the Varieties of Absent Children," in *Global Networks* 18 (special issue on absent children): 168-185.
- 2016 "Discipline, Control, and the Ins and Outs of Prison for Migrant Overstayers in Hong Kong," in *Migration, Mobility, and Displacement* 20(1): 58-72.

DRENNAN, Robert D.

Rank: Distinguished Professor (tenured)

Education: Ph.D., University of Michigan, 1975

Distinctions: Society for American Archeology Award for Excellence in Caribbean and Latin American Archaeology; Recipient of National Science Foundation grant for research in Liaoning Province, North China (\$90,000, 2009-2011)

Specialization: Global comparative study of the origins and development of complex societies (especially chiefdoms); archeological data analysis (statistics; computer applications, GIS); regional settlement analysis; household; archeology; community studies; Mesoamerica; Northern South America; China

IAS Courses Taught: Chiefdoms; Regional Settlement

% Effort, IAS Courses: 75%

Language Proficiencies: Spanish (5), French (3), Portuguese (2), Chinese (2)

Overseas Experience: Colombia, China, Mexico, Guatemala, Costa Rica, Panama, Peru, Ecuador, Venezuela, Bolivia, Chile

Dissertation and theses supervised in past 5 years: 57

Recent Publications:

- 2016 Letting the Gini Out of the Bottle: Measuring Inequality Archaeologically. Invited paper for the symposium "Inequality from the Bottom Up: Measuring and Explaining Household Inequality in Antiquity," Annual Meeting of the Society for American Archaeology, Orlando (by Christian E. Peterson and Robert D. Drennan)
- 2014 *Hongshan Regional Organization in the Upper Daling Valley*. Pittsburgh: University of Pittsburgh Center for Comparative Archaeology and Shenyang: Liaoning Province Institute of Cultural Relics and Archaeology. (with Peterson, C.E., Lu X., and Zhu D.)
- 2014 *Upper Daling Regional Dataset*. Comparative Archaeology Database, University of Pittsburgh. (with Peterson, C.E. Lu X., and Zhu D.)

HAYDEN, Robert M.

Rank: Professor (tenured)

Education: Ph.D., State University of New York at Buffalo, 1981; J.D. State University of New York at Buffalo, 1978

Academic Experience: Director, Center for Russian and East European Studies, University of Pittsburgh (1998-2014)

Distinctions: Recipient of grants from National Science Foundation (\$5,000 2007-2011); Recipient of Doctoral Dissertation Improvement Grant from National Science Foundation (\$20,000 2009-2010)

Specialization: Anthropology, law, politics, East Europe, India; religious syncretism and conflict; ethno-nationalism; constitutional structures of multi-ethnic states

IAS Courses Taught: Seminar: Ethno-national violence; Seminar: Tolerance, Dominance, and Violence; Cultures and Society of India

% Effort, IAS Courses: 20%

Language Proficiencies: Bosnian (5), Croatian (5), Serbian (5)

Overseas Experience: India, Yugoslavia, Serbia, Turkey, Bulgaria, Portugal, Bosnia and Herzegovina, Croatia
Dissertation and theses supervised in past 5 years: 8

Recent Publications:

- 2016 *Antagonistic Tolerance: Competitive Sharing of Religious Sites and Spaces*. London: Routledge. (with Tuğba Tanyeri-Erdemir, Timothy D. Walker, Aykan Erdemir, Devika Rangachari, Manuel Aguilar-Moreno, Enrique López-Hurtado, and Milica Bakić-Hayden)
- 2013 *From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011*. Leiden: Brill
- 2013 “Fahrenheit 96.8: The Cold-Blooded Mass destruction of ‘Unsuitable’ Books in Croatia in the 1990s” (review essay on Knjigocid: Uništavanje knjige u Hrvatskoj 1990-ih, by Ante Lešaja). *Slavic Review*
- 2013 “Imagined Commonalities: The Invention of a Late Ottoman ‘Tradition’ of Coexistence” (with Slobodan Naumović). *American Anthropologist*.

KAO, Philip

Rank: Adjunct Instructor (non-tenure track)

Education: MSc, London School of Economics, 2005

Academic Experience: Graduate Student Editor for *Anthropology & Aging Quarterly* (2010-present)

Distinctions: Arthur Maurice Hocart Essay Prize, Royal Anthropological Institute (2012); Associate Fellow, Higher Education Academy (2013)

Specialization: Anthropology of the aging

IAS Courses Taught: Gender in East Asia; Patients & Healers: Medical Anthropology; Special Topics in Cultural Anthropology

% Effort, IAS Courses: 45%

Language Proficiencies: Mandarin Chinese (5); German (4); Italian (2)

Overseas Experience: United Kingdom, China, Japan

Recent Publications:

- n.d. “When Frost Happens: A case Study of an Organization Committed to Care.” In *Anthropology in Action*. Forthcoming.
- 2012 “‘Ta’ Pinu: Ritualised Empathy on the Doorstep of Heaven.” In *Anthropological Journal of European Cultures*. 21(1). 126-145.

LUKACS, Gabriella

Rank: Associate Professor (tenured)

Education: Ph.D., Duke University, 2005

Distinctions: Recipient of John G. Bowman Faculty Grant to develop undergraduate course (2017); Recipient of Japan Iron and Steel Federation/Mitsubishi Endowment Grant (2009-2016); Recipient of Grant from Japan Foundation (2012); Grant from the Toshiba International Foundation (2010)

Specialization: Media anthropology, television, digital media, labor, gender, Japan; political art, independent theater, rightwing populism, Hungary

IAS Courses Taught: Japanese Society; Anthropology of Work; Branding and Consumer Culture, Anthropology of Neoliberalism; Technology and Materiality; Gender and Work in Cross-Cultural Perspective

% Effort, IAS Courses: 60%

Language Proficiencies: Hungarian (5), Japanese (4)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 22

Recent Publications:

2015 *Youth, Labor, and Politics in East Asia (Positions: Asia Critique*, 23(3): 381-411.)

2015 "Unraveling Visions: Women's Photography in Recessionary Japan" (*Boundary 2*, 42(3): 171-184)

2013 "Dreamwork: Cell Phone Novelists, Labor, and Politics in Contemporary Japan" *Cultural Anthropology*

2013 "Cool Japan, Soft Power, and Cultural Globalization," In *Towards New Humanities in the Era of Ubiquitous Media*, Yoshimi Shunya and Ishida Hidetaka, eds. Tokyo: Tokyo University Press

PHAN, Tyler

Rank: Adjunct Instructor (non-tenure track)

Education: Ph.D., University College London, 2017

Academic Experience: Lecturer, University College London (2014-2016); Guest Lecturer, POCA Tech (2015)

Specialization: Chinese Medicine in the U.S.

IAS Courses Taught: Asian Medical Systems, Mountains and Medicine

% Effort, IAS Courses: 50%

Language Proficiencies: Vietnamese (5), Classical Tibetan (3), Sanskrit (3), Dzongkha (2)

Overseas Experience: Bhutan, Vietnam

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

2016 *Thus Have I Read: An Unorthodox Introduction to Buddhist Studies*. With Christopher Vitale.

SCAGLION, Richard

Rank: Research Professor (tenured, emeritus)

Education: Ph.D., University of Pittsburgh, 1976

Distinctions: Honorary Fellow of the ASAO (2013); Recipient of Chancellor's Award for Excellence in Mentoring (of doctoral students), University of Pittsburgh (\$2500 2010); Delivered Annual Distinguished Lecture for Phi Eta Sigma (National Scholastic Honor Society, recognition for meritorious teaching), 2009

Specialization: Ethnography and prehistory of the Pacific Islands, Pacific Islands studies, Ecuador, Papua New Guinea, Australia

IAS Courses Taught: Introduction to Cultural Anthropology

% Effort, IAS Courses: 75%

Language Proficiencies: Tok Pisin (5), Samukundi Ambulas (3), Hiri Motu (3), Bislama (4), Spanish (3), Bahasa Indonesia (2), French (2)

Overseas Experience: Papua New Guinea, Ecuador, Solomon Islands, Australia, French Polynesia, Fiji, New Zealand, Hawaii

Dissertation and theses supervised in past 5 years: 30

Recent Publications:

- n.d. "Flying by the Seats of our Pants': Changing Topics in the Field." In *First Fieldwork: Pacific Anthropology, 1960-1985 and Now*. L. Tamakoshi (ed).
- 2015 Scaglione, Richard. "Indigenous Education in the Pacific Islands." In *Indigenous Education: Language, Culture, and Identity*. W. J. Jacob, S. Y. Cheng, & M. K. Porter (eds.), Springer, Dordrecht
- 2013 Scaglione, Richard. "Law." In *The Pacific Islands: Environment and Society, Revised Edition*. M. Rapaport (ed.), University of Hawaii Press, Honolulu.
- 2012 Feinberg, Richard and Richard Scaglione (eds.) *Polynesian Outliers: The State of the Art*. Ethnology Monographs.

STRATHERN, Andrew J.

Rank: Mellon Professor (tenured)

Education: Ph.D., Cambridge University,

Specialization: Analysis of political and economic systems; kinship theories; social change; religion and ritual; symbolism; ethnicity; legal anthropology; conflict and violence; anthropology of the body; cross-cultural study of medical systems

IAS Courses Taught: Ritual: Theories and Cases; Contemporary Anthropological Theory; Linguistics Core Course; Medical Anthropology 2

% Effort, IAS Courses: 75%

Language Proficiencies: Tok Pisin (4), Melpa (4), Duna (4), Latin (3), Greek (4), French (3), German (3)

Overseas Experience: Taiwan, China, Papua New Guinea, Ireland, Scotland

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- n.d. Dark and Light Shamanisms: Themes of Conflict, Ambivalence, and Healing. In *Shamanism and Violence: Power, Repression and Suffering in Indigenous Religious Conflicts*, edited by Diana Riboli and Davide Torri. London: Ashgate Publishing.
- 2014 *Ritual: Key Concepts in Religion*. London: Continuum Publishing (Bloomsbury).
- 2013 Religion and Violence in Pacific Island Societies. In *Oxford Handbook of Religion and Violence*, edited by Mark Juergensmeyer, Michael Jerryson, and Margo Kitts. Oxford, U.K.: Oxford University Press, pp 167-182
- 2013 Religion and Violence from an Anthropological Perspective. In *Oxford Handbook of Religion and Violence*, edited by Mark Juergensmeyer, Michael Jerryson, and Margo Kitts. Oxford, U.K.: Oxford University Press, pp 375-384.
- 2013 Medicine and the Body. In *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior and Society*, edited by W.C. Cockerham, R. Kingwall, and S.R. Quah. Wiley-Blackwell Publishing.

BIOENGINEERING

BOROVETZ, Harvey S.

Rank: Professor (tenured)

Education: Ph.D., Carnegie Mellon University, 1976

Academic experience: Professor, Clinical and Translational Sciences, School of Medicine, University of Pittsburgh (2011-present); Distinguished Professor, Department of Bioengineering, University of Pittsburgh

Distinctions: Swanson School of Engineering Faculty Award for Diversity, 2017; External Reviewer, National Science Center, Poland, 2016; Executive Committee, Philadelphia Pediatric Device Consortium, 2014-Present.

Specialization: Bioengineering

Overseas Experience: Poland, Israel

Number of dissertations and/or theses supervised in the past five years: 1

Recent publications: N/A

BUSINESS (Katz Graduate School of Business)

BHATTACHARYA, CB

Rank: Professor (tenured)

Education: Ph.D., University of Pennsylvania, 1993

Academic Experience: H. J. Zoffer Chair in Sustainability and Ethics, Professor of Marketing and Management (2017-present);

Distinctions: Highly Cited Researcher (Thomson Reuters, September 2016), President's Honor Roll of Teaching Excellence (ESMT Executive MBA Program, 2016, 2014); Recipient of Aspen Institute Business and Society Program grant of \$100,000 for "Stakeholder Marketing Conference (2007-2008); Recipient of Marketing Science Institute Grant of \$5000 for "Stakeholder Marketing Conference" (2008)

Specialization: Sustainability and Ethics

IAS Courses Taught: Sustainable Business; Corporate Social Responsibility; Marketing Management; Marketing Research; Stakeholder Engagement

% Effort, IAS Courses: 10%

Language Proficiencies: Hindi (5)

Dissertation and theses supervised in past 5 years:

Recent Publications:

- 2018 "How to Make Sustainability Every Employee's Responsibility. Harvard Business Review." <https://hbr.org/2018/02/how-to-make-sustainability-every-employees-responsibility>
- 2017 Aksin-Sivrikaya S., and CB Bhattacharya. "Where Digitalization Meets Sustainability: Opportunities and Challenges." In *Sustainability in a Digital World*, eds. Osburg T., Lohrmann C., 37-39, Cham: Springer International Publishing AG.
- 2010 Smith, N.C., Bhattacharya, CB, Vogel, D., and Levine, D. *Global challenges in responsible business*. Cambridge: Cambridge University Press.

BLAIR, Andrew

Rank: Professor (tenured), joint appointment with Department of Economics

Education: Ph.D. Fordham University, 1959

Academic Experience: Vice Provost for Faculty Affairs (1999-present)

Specialization: Marketing and Business Economics

IAS Courses Taught: Macroeconomic analysis and forecasting; relationship of international trade to the process of direct investment by multinational corporations; international economics of economic development; process of economic transformation in Central and Eastern Europe

Overseas Experience: Central Europe

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

2010 "Forecasting the Resurgence of the U.S. Economy in 2010: An Expert Judgment Approach," with G. N. Mandelker, T. L. Saaty, and R. Whitaker, *Socio-Economic Planning Sciences*.

2002 "Forecasting the Resurgence of the U.S. Economy in 2001: An Expert Judgment Approach," with R. Nachtmann, T. L. Saaty, and R. Whitaker, *Socio-Economic Planning Sciences*

CAMILLUS, John C.

Rank: Donald R. Beall Professor of Strategic Management (tenured)

Education: Doctor of Business Administration, Harvard University, 1972

Academic Experience: Associate Dean, Graduate School of Business (1982-1990)

Distinctions: Recipient of Global Value and Innovation Networks Grant (\$100,000 2009); Recipient of Business of Humanity Grant (\$150,000 2008)

Specialization: Strategic planning management control; developing organizational identity, mission, vision, goals and competitive strategy; designing and implementing the supporting organizational architecture including the framework for resource allocation, organizational structure, planning and control processes, performance measures, and cultural norms

IAS Courses Taught: Business of Humanity: Strategic Management in the Era of Globalization, Innovation and Shared Value; Strategic Planning and Control; Strategic Management; Strategic Planning Systems; Strategic Visioning for a Global Future; Accounting System for Reporting and Control; Competing in a Global Environment; CHINDIA: Developing Markets in China and India; Management Policy; Management Systems and Decision Making; Managerial Accounting II; Managing Strategic Performance; Management Control Systems; Planning and Control in Turbulent Environments; Readings in Strategic Planning

% Effort, IAS Courses: 25%

Language Proficiencies: Hindi (4), Malayalam (2), Tamil (2)

Overseas Experience: India, Czech Republic, Brazil

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

n.d. "Organizational Identity and the Business Environment: The Strategic Connection," in *International Journal of Business Environment*.

2010 "A "Good Business" Decision Framework." *Rotman Magazine*.

2009 "Good Business in Bad Times: The Strategic Advantages of Humanity in Business Decisions." *Effective Executive*

2008 "Strategy as a Wicked Problem," *Harvard Business Review*, Vol. LXXXVI, No. 5, (May 2008), pp. 98-106.

CHIANG, Wes C.

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of Toronto, 2012

Academic Experience: Instructor, Goodman School of Business- Brock University (2014-2017); Teaching Assistant, University of Toronto Scarborough (2010-2012); Professor, Niagara College (2013-2017)

Specialization: Marketing Management, marketing research, educational marketing, international business management, business communication, consumer behaviors, business ethics.

IAS Courses Taught: N/A

% Effort, IAS Courses: N/A

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: Canada, China, Taiwan

Recent Publications:

2013 "Toward a universal higher education system: A case study of Taiwan." In *Quality and Quantity: International Journal of Methodology* 47(1). 410-420.

COHEN, Susan K.

Rank: Associate Professor (tenured)

Education: Ph.D., University of Minnesota, 1998

Academic Experience: Editorial Board, *Journal of Management* (2007-present) and *International Journal of Technology Intelligence and Planning*

Distinctions: PPG Foundation grant (\$100,000) for research on *Enabling Breakthroughs through Open Innovation* and creation of experiential learning course on *Global Venturing and Entrepreneurship* (2013-2014); Global Academic Partnership grant (\$20,000) for *Global Collaboration for Technological Innovation* Conference (2010-2011)

Specialization: How firms enhance performance through technological innovation; commercializing emerging technologies with disruptive potential; barriers to innovation; how to organize technological innovation globally to affect success; how strategic leaders affect inventive and innovation performance

IAS Courses Taught: Competing in Emerging Economies, International Research Course

% Effort, IAS Courses: 15%

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

2013 *Patterns of Innovation*. With Robert Ryan and Sean Hsu. Encyclopedia of Management Theory. Edited by Eric Kessler. SAGE Publications, Inc. March 2013.

2010 *Information sharing strategies in a standards contest: The case of 2G wireless communication*. With Jodi Potter. *Journal of High Technology Management Research*. Sept. 2010, 21(2): 108-121.

FEICK, Lawrence

Rank: Professor (tenured)

Education: Ph.D., Pennsylvania State University, 1981

Academic Experience: Senior Director of International Programs and Director of University Center for International Studies (2007-2015), Vice Provost for Special Projects, Joseph M. Katz Graduate School of Business (2015-present)

Specialization: International Business

IAS Courses Taught: Marketing Models, Behavioral Foundations of Marketing Management, Current Topics in Marketing, Marketing Theory/Theory Construction

% Effort, IAS Courses: 10%

Language Proficiencies: German (3)

Overseas Experience: China, Germany

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

2014 "How Males and Females Differ in Their Likelihood of Transmitting Negative Word of Mouth." With Yinlong Zhang and Vikas Mittal. In *Journals of Consumer Research*. 1097-1108.

2013 "Receiver Responses to Rewarded Referrals: The Motive Inferences Framework." With Peeter Verlegh, Ganseog Ryu, and Mirjam Tuk. In *Journal of the Academy of Marketing Science*. 669-682.

HARPER, Paul

Rank: Clinical Assistant Professor (non-tenure track)

Education: Ph.D., University of Virginia, 2011

Academic Experience: Clinical Assistant Professor of Organizations and Entrepreneurship, Katz Graduate School of Business, University of Pittsburgh (2012-present); Adjunct Instructor, McIntire School of Commerce, University of Virginia (2008)

Distinctions: Men of Excellence Award, New Pittsburgh Courier (2014)

Specialization: Imagination in ethics and entrepreneurship; impact of information and communication technologies on social innovation; inclusive innovation

IAS Courses Taught: Entrepreneurship (includes Taiwan and China component)

% Effort, IAS Courses: 5%

Recent Publications: N/A

LIN, Leming

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of Florida, 2014

Academic Experience: Assistant Professor of Finance, University of Pittsburgh (2014-present)

Distinctions: Jensen Prize for best paper published in *Journal of Financial Economics* (2014)

Specialization: Corporate finance, investment, financial institutions

% Effort, IAS Courses: 10%

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: Taiwan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. "Property Rights Institutions, Foreign Investment, and the Valuation of U.S. MNCs," *Journal of Financial Economics*, with Atanas Mihov, Leandro Sanz, and Detelina Stoyanova
- 2016 "Collateral and the Choice between Bank Debt and Public Debt," *Management Science*

MADHAVAN, Ravi

Rank: Professor (tenured)

Education: Ph.D., University of Pittsburgh, 1996

Academic Experience: Director, International Business Center and Professor of Business Administration, University of Pittsburgh (2014-present); Alcoa Foundation International Faculty Fellow, University of Pittsburgh (2011-Present); Assistant Professor, Department of Business Administration, University of Illinois at Urbana-Champaign

Distinctions: Dean's *Excellence in Teaching* Award, Katz Graduate School of Business, University of Pittsburgh (2002, 2004, 2007, 2008, 2013, 2017)

Specialization: Enterprise transformation through alliances, M&A and networks

IAS Courses Taught: Global Strategy and Competitive Advantage; Strategic Leadership

% Effort, IAS Courses: 60%

Language Proficiencies: Hindi (3); Malayalam (5); Mandarin Chinese (1)

Overseas Experience: China, India, Brazil, South Africa, Japan, South Korea, Czech Republic, Central Europe, Western Europe, Turkey

Dissertation and theses supervised in past 5 years: 7

Recent Publications:

- 2017 "Diversity in Alliance Portfolios and Performance Outcomes: A Meta-Analysis." With Lee, Kirkpatrick-Husk. In *Journal of Management* 43(5). 7-18.
- 2016 "The Competition-Cooperation Paradox in Inter-Firm Relationships." With Gnyawali, He, and Bengtsson. In *Industrial Marketing Management* 53. 7-18.
- 2014 "Post-Formation Inter-Party Equity Transfers in International Joint Ventures: The Role of Experience." With Iriyama. In *Global Strategy Journal* 4(4). 331-348.

MIRCHANDANI, Prakash

Title: Professor (tenured)

Education: Ph.D., Massachusetts Institute of Technology, 1989

Academic experience: Professor of Business Administration, Katz Graduate School of Business, University of Pittsburgh (2001-present); Visiting Professor, University of Montevideo (2006); Visiting Professor, Sasin School of Business Administration, Chulalongkorn University (2000)

Distinctions: Chancellor's Distinguished Teaching Award, 2012, 2012-2013 Katz School Excellence in Research Award, 2014-2015 Katz School Excellence in Service Award

Specialization: Network design for the transportation and telecommunication industries, polyhedral combinatorics, location theory, heuristic analysis, bundling, operations improvement lean six sigma, logistics, and supply chain management.

Language proficiencies: Hindi (5)

Overseas experience: Thailand, Uruguay, India

Number of dissertations and/or theses supervised in the past five years: 1

Recent Publications:

- 2017 "Optimal Network Design with End-to-End Service Requirements." With A. Balakrishnan and G. Li. In *Operations Research* 65. 729-750.
- 2013 "Technical Note: New Results Concerning Probability Distributions with Increasing Generalized Failure Rates." With M. Banić. In *Operations Research* 61. 925-931.

NAIR, Nisha

Rank: Clinical Assistant Professor (non-tenure track)

Education: Ph.D., Indian Institute of Management, Ahmedabad, 2009

Academic experience: Clinical Assistant Professor of Business Administration, Katz Graduate School of Business, University of Pittsburgh (2015-present); Visiting Assistant Professor, Costakos College of Business, William Paterson University (Spring 2015); Assistant Professor, OB & HRM Area, Indian Institute of Management (2009-2012)

Specialization: Negative Work Behaviors/Attitudes

IAS Courses Taught: Organizational Behavior

% Effort, IAS Courses: 10%

Language proficiencies: Hindi (5)

Overseas experience: India

Recent publications:

- 2011 "Cricket obsession in India: Through the lens of identity theory." In *Sport in Society* 14(5), 569-580.
- 2011 "The case of OD in an NGO in India." In *Journal of Management Development* 30(2), 148-159.

OLSON, Josephine

Rank: Professor (tenured)

Education: Ph.D., Brown University, 1970

Academic Experience: Director, Center for International Business Education (2006-2014)

Distinctions: Recipient of H. J. Zoffer Medal for Meritorious Service Award, Katz Graduate School of Business (2013); Recipient of CIBE Grant from the U.S. Department of Education (2010-2014)

Specialization: International economics and labor economics

IAS Courses Taught: International Economics for Managers

% Effort IAS Courses: 40%

Language Proficiencies: Spanish (3), French (2), Czech (1), Dutch (1), Brazilian Portuguese (1)

Overseas Experience: Chile, Netherlands, France, Peru, Czech Republic, Mexico, Hungary, Brazil, Argentina

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2016 "Does the Commodities Boom Support the Export-Led Growth Hypothesis? Evidence from Latin American Countries," *Latin American Economic Review*, 25(6), 1-13; with W. Kirstjanpoller and R.I. Salazar.
- 2014 "An Academic Medical Center's Expansion Abroad: A Case Study of UPMC's Joint Projects in Italy and Ireland," Pittsburgh European Union Papers, with M. K. Lin, L. M. Brady & G. A. Huber
- 2013 "Human Capital Models and the Gender Pay Gap," *Sex Roles*, 68, 186-197.
- 2012 "Reasons for Leaving Home: Comparing Predictors of Wanting to Migrate and Travel in Croatian Undergraduates," *Migracijske i etničke teme* (Migration and Ethnic Themes), 28, 7-27.
- 2012 "Evaluating a short-term, first-year study-abroad program for business and engineering undergraduates: understanding the student learning experience," *Journal of Education for Business*, 87, 325-332.

SCHULTZ, Bryan

Rank: Director of International Programs, College of Business Administration

Education: Master of Nonprofit Management, Regis University, 1999

Academic Experience: Director of International Programs, College of Business Administration, University of Pittsburgh (2013-present); International Programs Advisor, Swanson School of Engineering, University of Pittsburgh (2012-2013); Resource Area Coordinator, Study Abroad Office, University of Pittsburgh (2011-2012)

Specialization: Study abroad programs and resources

Recent Publications:

- 2017 "Moving From Study Abroad to Career Integration: Destigmatizing the Goal of Employability." In *Career Integrations: Reviewing the Impact of Experience Abroad on Employment 2*. 144-149.

WHANG, Yun-Oh

Rank: Clinical Assistant Professor (non-tenure track)

Education: Ph.D., University of Southern California, 2002

Academic Experience: Clinical Assistant Professor, Katz Graduate School of Business, University of Pittsburgh (2014-present); Assistant Professor, Sykes College of Business, University of Tampa (2012-2014); Assistant Professor, College of Business Administration, Kansas State University (2005-2010); Assistant Professor, College of Business Administration, Kansas State University (2005-2010)

Distinctions: Best Professor of Semester, Kansas State University (2006); Honorable Mention, Distinguished Research Award, Academy of Marketing Studies (2001);

Specialization: consumer information processing, consumer-product relationship, digital marketing, entrepreneurship

IAS Courses Taught: Introduction to Business; Global/International Marketing

% Effort, IAS Courses: 10%

Language Proficiencies: Korean (5)

Overseas Experience: South Korea

Recent Publications:

- 2013 "A Psychometric Analysis and Comparison of Three Competing Communication Style Taxonomies." With Richard McFarland. In *Journal of Selling* 13(2). 26-45.
- 2013 "Developing Social Media Promotional Strategies in the Casual Dining Restaurant Industry: A Case Analysis of Montegro's Italian Grille." With D. Koutroumanis and A. Bronwlee. In *Journal of Business and Entrepreneurship* 25(1). 141-159.
- 2012 "When and Why Does the That's-Not-All Compliance Technique Work?" in *Journal of Business and Economics Research*, 10(3). 171-178.

CLASSICS

FLOYD, Edwin D.

Rank: Professor (tenured, emeritus)

Education: Ph.D., Princeton University, 1965

Specialization: Greek poetry; Greek and Indo-European Linguistics; Sanskrit; Linear B, Greek phonology and morphology; the importance of the pitch accent in Greek poetry; Rg Veda

IAS Courses Taught: Sanskrit; Classical Myth & Literature

Language Proficiencies: Sanskrit (5), Classical Greek (5)

Dissertation and theses supervised in past 5 years: N/A

Recent Publications: N/A

EAST ASIAN LANGUAGES & LITERATURES

CRAWFORD, William B.

Rank: Adjunct Associate Professor (non-tenure track)

Education: Ph.D., Indiana University, 1972; M.B.A., University of Pittsburgh, 1983

Academic Experience: Associate Professor of Business, National Dong Hwa University, Taiwan (1996-2002)

Specialization: Chinese language and literature (pre-modern and 20th century); international

Marketing/Management; Japanese literature and culture (pre-modern); cross-cultural negotiation & management.

IAS Courses Taught: Introduction to Chinese Narrative; Doing Business in China; East Asia in the World; Introduction to Japanese Literature; Westerns & Samurai Films

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5), Classical Chinese (4), Spanish (5), Japanese (3), French (3)

Overseas Experience: China, Taiwan, Japan, Mexico

Dissertation and theses supervised in past 5 years: N/A

Papers presented:

- 2005 "China's Management Buyouts in Fiction and Fact": Part of on-campus lecture series sponsored by Asian Studies Center, University of Pittsburgh Center for International Studies
- 2005 "The Blizzard Leaves no Trace: Putting a Popular Spin on Economic Reality," presented for Panel 23: "Idealism Besieged: Chinese Anti-Corruption Fiction as a Response to Social Change", at the 34th annual conference of the Mid-Atlantic Region Association for Asian Studies.
- 2004 "Penetrating the Cultural Context of Business from Within: Cultural Data-Mining for Expatriates," open lecture at National Dong Hwa University School of Management, Taiwan.
- 2004 "Maintaining Local Sensitivity Amid Global Diversity in Human Resources Management": seminar presentation/discussion, National Dong Hwa University Graduate Program in Management, Taiwan

EXLEY, Charles

Rank: Associate Professor (tenured)

Education: Ph.D., Yale University, 2005

Academic Experience: Assistant Professor of Japanese, University of Montana (2005-2011)

Distinctions: Recipient of University Research Council grant (\$8,500 2013); Recipient of Asian Studies Center Small Grant (\$1,200 2012); Recipient of University of Montana Yamaguchi Opportunity Fund (2010)

Specialization: modern and contemporary Japanese literature and film

IAS Courses Taught: Introduction to Japanese Literature; Japanese Culture and Society through Cinema; Introduction to East Asian Cinema; Modern Japanese Literature and the West; Japanese Literature on Screen; Japanese Tales of the Supernatural; World of Japan: the Culture of Detection; Westerns and Samurai Film

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), French (4), Chinese (2)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- 2018 *Old Crimes, New Scenes: a Century of Innovation in Japanese Mystery Fiction*. Edited, with Michael Tangeman. MerwinAsia.
- 2016 *Modern States of Mind: Satō Haruo and Modern Japanese Literature*. Brill's Japanese Studies Library, vol. 55. Brill.
- 2017 "Popular Musical Star Tokuko Takagi and Vaudeville Modernism in the Taishō Asakusa Opera," *Japanese Language and Literature*, 51:1: 63-90.
- 2016 "Gazing at Deneuve: The Migrant Spectator and the Transnational Star in Yōko Tawada's *The Naked Eye*," *Japanese Language and Literature* 50:1: 53-74.

FAN, Fan

Rank: Associate Instructor of Chinese (non-tenure track)

Education: Master of Arts in Chinese Language Pedagogy, Indiana University Bloomington, 2011

Pedagogy Training: Graduate degree in Chinese language pedagogy; Oral Proficiency Interview (OPI) Tester Certification

Distinctions: Recipient of STARTALK grant (2016-2017); Recipient of Assistant Instructor Fellowship, Indiana University Bloomington (2009-2011)

Specialization: Chinese language instruction

IAS Courses Taught: Chinese

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China, Thailand

HOWARD, Sachiko Takabatake

Rank: Instructor (non-tenure track)

Education: M.A., Indiana University of Pennsylvania, 1991

Pedagogy Training: ACTFL Oral Proficiency Interview (OPI) Tester Certification (since 2007); ACTFL Written Proficiency Test (WPT) Rater of Japanese with full Certification (2008)

Specialization: Japanese language instruction

IAS Courses Taught: First to Fourth Levels of Japanese; Advanced Level Reading and Speaking classes; Japanese for MBA

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

HSIEH, Wan-Ching

Rank: Assistant Instructor of Chinese (non-tenure track)

Education: M.S. Ed., University of Pennsylvania, 2009

Pedagogy Training: Graduate degree in Teaching English to Speakers of Other Languages (TESOL)

Distinctions: Highest Ranking Student in the graduating class of the Foreign Languages and Literature Department at Tunghai University, Taiwan (2006); Recipient of Robert S. P. Yien's Scholarship of Summer Study Program at Saginaw Walley State University, Saginaw, MI (2005)

Specialization: Chinese Language

IAS Courses Taught: Elementary Chinese I & II; First Year Chinese 1 & 2; Second Year Chinese 2; Third Year Chinese 1 & 2; Mandarin for Business Managers I; Intensive Intermediate Chinese

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), Taiwanese (4), Japanese (3), Spanish (2)

JOO, Kyung-Ok – NEW in 2014

Rank: Instructor (non-tenure track)

Education: MA, Columbia University, 2009

Academic Experience: Assistant Instructor, Korean Language Program, University of Pittsburgh (2014-present); Drill instructor and Preceptor, Korean Language Program, Harvard University (2005-2011)

Pedagogy Training: Oral Proficiency Interview (OPI) Tester Certification; MS in TESOL/Applied Linguistics (2002)

Specialization: Korean language instruction

IAS Courses Taught: First Year Korean; Second Year Korean

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

Overseas Experience: South Korea

Papers Presented:

- 2015 "Perception and Realization of Korean Sounds by English and Chinese Speakers," 20th Annual Conference of American Association of Teachers of Korean. With Kim, M.
- 2011 "Use of Multimedia for Student-Centered and Collaborative Classrooms for Elementary and Intermediate Korean," 16th Annual Conference of American Association of Teachers of Korean.

JORDAN, Brenda G.

Rank: Adjunct Assistant Professor (non-tenure track)

Education: Ph.D., University of Kansas, 1993

Academic Experience: Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site (2008-present; jurisdiction expanded to 11 states in 2018); Japan Studies Coordinator, Asian Studies Center, University of Pittsburgh (2008-present); Adjunct Assistant Professor, History of Art and Architecture, University of Pittsburgh (2001-2012)

Distinctions: Recipient of grant from the Freeman Foundation for the NCTA University of Pittsburgh National Coordinating Site (\$206,000-220,000 annually, 2010-2013); Recipient of grant from the Toshiba International Foundation for the project *Japan in the Broader Context of Asia* (\$15,000, 2013)

Specialization: Modernization and modernity issues in Meiji period Japan; issues of censorship; artist biography; creation of persona; related issues of artistic flouting, playfulness and the juxtaposition of the traditional and the contemporary in the making of art in 19th century Japan; Japanese art history; Japanese history and culture; East Asian art history

IAS Courses Taught: East Asia Ideas, Inventions, Technologies; Special Topics, Japanese: The Artist and the City; Japanese Woodblock Prints; Arts of China: Modern Chinese Painting; Arts of China: Art and Political Expression in the Han Dynasty; Arts of Japan: Topics in Japanese Aesthetics; Arts of China: Chinese Painting Theory; Arts of Japan: The Art of the Floating World

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4)

Overseas Experience: Japan, England

Dissertation and theses supervised in past 5 years: 2

Recent Publications:

2013 "The Trickster in Japanese Art." In: *Education about Asia*, Vol. 18, No. 1.

2007 "Potentially Disruptive: Censorship and the Painter Kawanabe Kyōsai" in Hiroshi Nara, ed., *Inexorable Modernity, Japan's grappling with modernity in the arts*, Lexington Press

KIM, Mi-Hyun

Rank: Lecturer of Korean Language and Culture (non-tenure track)

Education: Ph.D., University of Hawai'i at Mānoa, 2011

Academic Experience: Preceptor in Korean, Department of East Asian Languages and Civilizations, Harvard University (2005-2012)

Pedagogy Training: Annual professional development workshop, Korean Program, Harvard University (2005-present); ACTFL Annual Conference meetings for Korean language instructors; American Association of Teachers of Korean (AATK) Annual Conference meetings; ACTFL Oral Proficiency Interview training workshop, University of Hawaii (2003)

Distinctions: Korean Studies Research Travel Grant, University of Pittsburgh (2015, 2016); Recipient of Certificate of Distinction in Teaching, Derek Bok Center, Harvard University (2005-2012)

Specialization: Korean linguistics; phonology and phonetics; phonological development; developing integrated language materials; developing online and distance learning tools; teaching Korean as a foreign language; language contact

IAS Courses Taught: First Year Korean (1 & 2); Second Year Korean (1 & 2); Third Year Korean (1 & 2); Language and Society in Korea; Aspects of the Korean Language

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

2018 Oh, S. & Kim, M. "Collocation usage by learners of Korean: Analysis and pedagogical implication," *Festschrift for Professor Ho-min Sohn*.

2016 "Emergence of laterality of the Korean liquid," *Harvard Studies in Korean Linguistics* XV, 175-189.

2004 "Transfer of Korean manner assimilation to English," *language Research*, 40(3), 713-736.

KOWALCHUCK, Noriko Kanisawa

Rank: Assistant Instructor of Japanese (non-tenure track)

Education: Master of Education in Foreign Language Education, University of Pittsburgh, 2006; Master of Arts in Social and Comparative Analysis of Education, University of Pittsburgh, 2002; Asian Studies Certificate, University of Pittsburgh, 2002

Pedagogy Training: ACTFL Oral Proficiency Interview and Writing Proficiency Tester of Japanese with Full Certification (2007; renewed 2011, 2014, and 2017);

Distinctions: Teaching Assistantship, Faculty of Arts and Sciences, Graduate Studies, University of Pittsburgh, 1999-2003; Study Abroad Scholarship, Tohoku Gakuin University, 1993-1994

Specialization: Japanese Language Instruction

IAS Courses Taught: First to Fourth Levels of Japanese; Summer Intensive Japanese 1 and 2

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

LUFT, Stephen

Rank: Lecturer (non-tenure track) and student adviser

Education: Ph.D., The Ohio State University, 2014

Academic Experience: Resident Director, U.S. Critical Language Scholarship Program in Japan (2013); Visiting Instructor, Department of Asian and Near Eastern Languages, Brigham Young University (2009-2010)

Distinctions: Recipient of Hamako Ito-Chaplin Memorial Award for excellence in Japanese language teaching, Association for Asian Studies (2013); Recipient of Tanakadate Aikitu Award for outstanding graduate student in Japanese, The Ohio State University (2013)

Specialization: Japanese language pedagogy, second language acquisition, research methods, Japanese pragmatics.

Pedagogy Training: Graduate coursework and degrees in Japanese pedagogy

IAS Courses Taught: First Year Japanese I; First Year Japanese II; Fourth Year Japanese I; Pragmatics of Japanese

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4)

Recent Publications:

- 2018 "The context of study abroad students' out-of-class language use in Japan: An exploratory study," in M. Tanimori (ed.), *Atarashii Nihongo koyouiku kyouzai kaihatsu no tame no chousa, kenkyuu* [Research for development of new Japanese language education materials] (91-118).
- 2017 "How reliable is daily grading? The inter-rater reliability of daily grades assigned by trained teachers," in *Japanese Language and Literature* 51, 1-29.
- 2014 "Promoting language and culture learning outside of the classroom: Implementing student-led committees in study abroad." *Kyousyoku Katei Kenkyuu*.
- 2013 "Language classroom risk-taking behavior in a performed culture-based program." *Journal of the National Council of Less Commonly Taught Languages*. (refereed journal article)

NARA, Hiroshi

Rank: Professor (tenured) and Chair

Education: Ph.D., University of Kansas, 1987

Academic Experience: Faculty Director, Pitt-in-Japan Konan CUBE Study Abroad Experience (2015, 2016); Professor of Japanese Language and Japanese Linguistics, Department of East Asian Languages and Literatures, University of Pittsburgh (2005-present); Chair, Department of East Asian Languages and Literatures, University of Pittsburgh (2002-present)

Distinctions: Recipient of grants from the Toshiba International Foundation (\$14,000 2010& 2013); Recipient of Hewlett International Grant (2010); Recipient of Japan Iron Steel Federation Fellowship, University of Pittsburgh (1992, 1997, 2002, 2004, 2006, 2010, 2012)

Specialization: Verbal Aspect and Modality; Philosophy of Language; Japanese Language Pedagogy; FL Pedagogy; Teaching Reading to Students of Japanese; Intellectual History of Modern Japan; Art and Aesthetics; Computational Linguistics; Knowledge Representation; NL Processing; Computer Assisted Language Instruction; AI Application to Language Teaching

IAS Courses Taught: Understanding the Japanese Language (The Structure of the Japanese Language); Exploring the Japanese Mind: Language, Culture, and Thought, Pragmatics of Japanese: Understanding What is Unsaid, Special Topics in the Japanese Language; Basic Japanese I, II (night class for non-traditional students); Elementary Japanese I, II (First-year Japanese); Intermediate Japanese I, II (Second-year Japanese); Advanced Modern Japanese I, II (Third-year Japanese); Newspapers and Periodicals I, II (Fourth-Year Japanese), Intensive Intermediate Japanese I, II; Independent Study; Introduction to the Principles of Translation.

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), English (5), Spanish (3), French (1), Chinese (1), Italian (2)

Overseas Experience: Japan, England

Dissertation and theses supervised in past 5 years: 19

Recent Publications:

- 2016 “Kuki Shūzō as Philosphoer-Poet,” in *Routledge Handbook of Modern Japanese Literature*, ed. Rachael Hutchinson and Leith Morton. New York: Routledge. Pp. 257-271.
- 2013 “The Idea of Greece in Japan’s Cultural Dreams.” To appear in *New Essays in Japanese Aesthetics*, edited by Minh Nguyen. Lanham, Maryland: Lexington Books.
- 2012 Translation into English: Watsuji Tetsurō, *Koji Junrei* (Pilgrimages to the Ancient Temples in Nara), Tokyo: Iwanami Shoten. 1919. Translation into English, with a critical introduction. 200 pages. MerwinAsia, Portland, Maine.
- 2011 Translation into English: *Satō Dōshin, Meiji kokka to kindai bijutsu*. (Modern Japanese Art and the Meiji State: The Politics of Beauty). Tokyo: Yoshikawa Kōbunkan, 1999. Translation into English. 560 pages. Getty Research Institute, Los Angeles, California.
- 2010 “Aspect and Discourse Function in Tense Switching: A Case Study of Natsume Sōseki’s *Botchan*.” *Japanese Language and Literature* 45.1: pp. 273–305.

OSHIMO, Junzo

Rank: Assistant Instructor of Japanese (non-tenure track)

Education: Master of Education, University of Pittsburgh, 1990

Pedagogy Training: Graduate coursework in education and Japanese culture

Distinctions: Recipient of Japan Studies Small Grants (\$1000 & \$1500 2011, 2013, & 2014)

Specialization: Educational anthropology; Pedagogy for Japanese language Instruction

IAS Courses Taught: First Year/Second Year/Third Year/Fourth Year Japanese; Basic Japanese Language (1&2); Intensive Japanese (1&2); Reading Japanese (1&2); Elementary Japanese for MBA (1&2)

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), English (4)

Overseas Experience: Taiwan, Korea, Philippines, Kenya

Recent Publications:

- 2006 Review of *Japanese Sentence Patterns for Effective Communication: A Self-Study Course and Reference*, by Taeko Kamiya. *Japanese Language and Literature* (Vol. 40, No. 1) April 2006

OYLER, Elizabeth – NEW in 2016

Rank: Associate Professor (tenured)

Education: Ph.D., Stanford University, 1999

Academic Experience: Associate Professor of Japanese, University of Pittsburgh (2016-present); Director, Center for East Asian and Pacific Studies (Joint National Resource Center for East Asian Studies, in partnership with East Asian Studies Center at Indiana University), University of Illinois, Urbana-Champaign (2011-2016); Resident Director, Year in Japan Program, Konan University (2012-2013)

Distinctions: Toshiba International Foundation Grant (2017); Hyogo Overseas Network Research Grant (2015); Fulbright Research Grant (2010)

Specialization: Pre-Modern Japanese Literature

Number of IAS Courses Taught: Introduction to Japanese Literature; The World of Japan: Tale of the Heike; Introduction to Classical Japanese; MA Research and Thesis

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5); Classical Chinese (3); Spanish (3)

Dissertation and theses supervised in past 5 years: 2

Recent Publications:

- 2006 *Swords, Oaths, and Prophetic Visions: Authoring Warrior Rule in Medieval Japan*. University of Hawai'i Press.
- 2013 *Like Clouds or Mists: Studies and Translations of Nō Plays of the Genpei War*. Primary editor and contributor. Cornell East Asia Series 159.
- 2015 "Japan on the Medieval Globe: The *Wakan rōishū* and Imagined Landscapes in Early Medieval Texts." In *The Medieval Globe*.

QIAN, Kun

Rank: Associate Professor (tenured)

Education: Ph.D., Cornell University, 2009

Academic Experience: Assistant Professor of Chinese and Asian Studies, University of Richmond (2009-2011)

Distinctions: Recipient of Faculty Research Grant, University of Pittsburgh, (2011-13); Recipient of Asian Studies Research Grant, University of Pittsburgh (\$3000 2012); Recipient of Summer Research Fellowship, University of Richmond, (summer 2010); Asian Studies Research Grant (\$3000, 2015); Asian Studies Research Travel Grant (\$2000, 2017)

Specialization: Modern Chinese Literature and Intellectual History; Empire studies; Chinese Film and Film Studies; Gender and Minority Studies

IAS Courses Taught: New Chinese Cinema; Revolution, Involution, and Identity in Modern Chinese Culture; Themes and Types in Modern Chinese Literature and Culture; Introduction to East Asian Cinema; Adapted for the Screen: Chinese Literature and Film

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5), Japanese (2)

Overseas Experience: China, Canada

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2016 *Imperial-Time-Order: Literature, Intellectual Thinking, and China's Road to Empire, 1900-2005*. Leiden & Boston: Brill.
- 2017 "从悲剧英雄到黑帮罪犯：香港黑帮电影及其城市寓言" (From Tragic Hero to Criminals: Gangster Film and its Allegory of Hong Kong), *Academic Journal of Guizhou University*, 2017(6), 11-19.
- 2013 "Gendering National Imagination: Heroines and the Return of the Foundational Family in Shanghai during the War of Resistance to Japan," *Frontiers of Literary Studies in China*
- 2013 Remembering and Forgetting in the Postnational and Pre-national Era: Recent Chinese Films on the War of Resistance to Japan, *Culture Studies*
- 2013 Staging Empire: Historical Plays in Mao's China, *Modern Chinese Literature Criticism*

SHIN, Seung-hwan – NEW in 2016

Rank: Assistant Professor (non-tenure track)

Education: Ph.D., University of Pittsburgh, 2014

Academic Experience: Instructor/Visiting Assistant Professor, Korean, University of Pittsburgh (2010-present); Instructor in Modern Languages (Korean), Carnegie Mellon University (2014-2017)

Specialization: Korean culture and cinema; East Asian culture and cinema; world cinema; and critical theory

IAS Courses Taught: Intro to Korea Through Films; World of Korea; Fourth Year Korean; Intro to Korean Culture and Civilization; Intro to Korea through Films; World of Korea; Intro to Modern Korean Literature

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5); English (5); German (2)

Overseas Experience: South Korea

Recent Publications:

2005 “Reading Walter Benjamin in the Era of Farce.” In *Tratortia* 5. 215-226.

SUN, Cecile Chu-Chin

Rank: Professor (tenured)

Education: Ph.D., Indiana University, 1982

Distinctions: Recipient of Grants from Hong Kong Government Council on Research Grant (2011); Recipient of Grant from the Hong Kong Institute of Education (2011); Recipient of Grant from Chiang Ching-kuo Foundation for International Scholars' Publications (2010);

Specialization: Chinese-Western Comparative Literature, Classical Chinese Poetry, Classical Chinese Literature, Chinese and Western literary criticism, traditional Chinese thought systems, Aesthetics, and creative writing (primarily in Chinese)

IAS Courses Taught: Classical Chinese I and II; Classical Chinese Poetry; Seminar on the *Dream of the Red Chamber*; Masterpieces in Chinese Literature (Pre-modern); Masterpieces in Chinese Literature and Film (Modern); Chinese and Western Comparative Poetry; Great Minds of China: Confucianism, Daoism, and Chan (Zen) Buddhism; Exploring China: From Roots to Blooms

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5), Classical Chinese (5), French (2), Japanese (1)

Overseas Experience: China, Hong Kong, Taiwan

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

2013 “[Professor Sun Chu-chin on the Study of Chinese-Western Comparative Literature],” [*Chinese Studies Abroad*, No. 2] (Shanghai: East China Normal University Press)

2012 “An Interview with Professor Cecile Chu-chin Sun on the contemporary trends of Chinese-Western Comparative Literature,” *International Review of Chinese Studies* (San Francisco: Long River Press).

2011 *The Poetics of Repetition: Comparing English and Chinese Lyric Poetry*. Chicago: Chicago University Press.

2010 “Critiquing Eileen Chang’s ‘*Sejie*’ and its Movie Adaptation by Ang Lee,” revised for publication in *Reflexion*. Taipei: Lianjing [Linking] chubanshe.

WEI, Juchun

Rank: Assistant Instructor of Chinese (non-tenure track)

Education: Master of Art in Teaching Chinese as a Foreign Language, University of Iowa, 2010

Pedagogy Training: ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI) Tester of Chinese (2012-present); graduate degree in Chinese language pedagogy

Distinctions: Recipient of China Studies Research Travel Grant, Asian Studies Center, University of Pittsburgh (2011&2012); Recipient of Professional Development Grants by PAGs (Professional Advancement Grants) and ECGPS (Executive Council of Graduate & Professional Students), University of Iowa (2010)

Specialization: Chinese language pedagogy

IAS Courses Taught: First Year/Second Year/Third Year Chinese; Fourth Year Reading; Advanced Speaking: Topics in Current Events

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), Spanish (2)

Overseas Experience: China, Taiwan

Papers Presented:

2016 "A Lesson Enacting Critical Reading," The CLTA-WPA Fall Symposium 2016

2015 "First Year Chinese Vocabulary Instruction: Drill and 'the Real Life'" The CLTA-WPA Spring Symposium 2015

XU, Yi

Rank: Associate Professor (tenured)

Education: Ph.D., University of Arizona, 2009

Pedagogy Training: American Council on the Teaching of Foreign Languages) Oral Proficiency Interview Tester of Chinese (2015-present)

Distinctions: Recipient of The *Jiede* Empirical Research Grant for Chinese Pedagogy from the Chinese Language Teachers Association (\$1,500, 2011-2012); Recipient of Asian Studies Center Faculty Grant, University of Pittsburgh (2015); Chinese Language Teachers Association (CLTA) Best Panel award (2012)

Specialization: Second language acquisition of Chinese (including using psycholinguistic approaches in SLA syntax); reading and writing in Chinese as a foreign language; computer-assisted language learning; computer-mediated communication in foreign language teaching; proficiency assessment in Chinese as a foreign language; corpus linguistics and Chinese functional grammar; Chinese as a foreign language (all levels)

IAS Courses Taught: First year Chinese I & II; Third year Chinese I; Topics in Second Language Acquisition & Teaching; Aspects of the Chinese Language

% Effort, IAS Courses: 100%

Language Proficiencies: English (5), Mandarin Chinese (5), Cantonese Chinese (3), Japanese (2)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

2014 With Chang, L.-Y., & Perfetti, C. A. "The effect of radical-based grouping in character learning in Chinese as a foreign language." *The Modern Language Journal*, 98(3). (First and corresponding author)

2014 "Processing difficulties of relative clauses in Chinese as a second language." *Second Language Research*. DOI: 10.1177/0267658313511485

2014 "A corpus-based functional study of *shi...de* constructions." *Chinese Language and Discourse*.

2014 "Evidence of the Accessibility Hierarchy in relative clauses in Chinese as a second language." *Language and Linguistics*, 15(3).

2013 With Chang, L. and Perfetti, C. A. "The distribution and grouping effect in character learning: Using data-driven E-learning materials in the language classroom." *Proceedings of the 8th International Conference on Internet Chinese Education*.

ECONOMICS

BERKOWITZ, Daniel

Rank: Professor (tenured)

Education: Ph.D., Columbia University, 1988

Academic Experience: Professor of Economics, University of Pittsburgh (2006-present); Secondary appointment in Graduate School of Public and International Affairs, University of Pittsburgh (2009-present)

Specialization: New Institutional Economics, Development, Law and Finance, Applied Microeconomics

IAS Courses Taught: Applied Microeconomics, Trade and Development, Labor Markets, Econometrics, Law and Economics

% Effort, IAS Courses: 45%

Language Proficiencies: Russian (3)

Overseas Experience: Russia, China, Hong Kong

Dissertation and theses supervised in past 5 years: 3

Recent Publications:

- n.d. "Recasting the Iron Rice Bowl: The Reform of China's State-Owned Enterprises" (with Hong Ma and Shuichiro Nishioka). *Review of Economics and Statistics*. Forthcoming.
- 2015 "Do Property Rights Matter? Evidence from a Property Law Enactment" (with Chen Lin and Yue Ma). *Journal of Financial Economics*, 116: 583-593.
- 2014 "Bank Privatization, Finance and Growth" (with Mark Hoekstra and Koen Schoors). *Journal of Development Economics*, 110: 93-106.

RAWSKI, Thomas George

Rank: Professor (tenured, emeritus)

Education: Ph.D., Harvard University, 1972

Distinctions: Smith Richardson Foundation Award for project "Policy and Regulation in Chinese Industry" (2012-2013 - Co-PI with Loren Brandt); Residential fellowship, Rockefeller Foundation Bellagio Center (2013)

Specialization: Economy of China

IAS Courses Taught: Application of Economic Theory to Economic History; Comparative Economics; Comprehensive Writing Methods; Dynamic Economies of East Asia; Dynamics of Economic Systems; Economic Development; Economics of Technological Change; Economy of China; Economy of Japan; Heuristic Introduction to Economic Theory; Microeconomic Theory; Principles of Economics; Proseminar on the International Economy

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (3), Japanese (3), German (3)

Overseas Experience: China, Japan

Dissertation and theses supervised in past 5 years: 18

Recent Publications:

- 2011 "Can China Sustain Rapid Growth Despite Flawed Institutions?" Chapter 5 in *In Search of China's Development Model: Beyond the Beijing Consensus*, ed. S. Philip Hsu and Suisheng Zhao. London: Routledge
- 2011 "Human Resources and China's Long Economic Boom," Asia Policy no. 12 (July 2011): 33-78. Chinese version in *Jingjixue jikan* (China Economic Quarterly) 10.4: 1153-1186.
- 2011 "Is China's Development Success Transferable?" Chapter 15 in *Reform and Development: What Can China Offer to the Developing World?* ed. Ho-Mou Wu and Yang Yao. London and New York: Routledge
- 2010 "North American Studies of China's Economy." Chinese-language version published in *China Studies in North America*, ed. Haihui ZHANG et al, Beijing: Zhonghua shuju
- 2009 "Urban Air Quality In China: Historical And Comparative Perspectives," in *Resurgent China: Issues for the Future*, ed. Nazrul Islam. Houndmills and New York: Palgrave-Macmillan. Japanese translation in N. Islam ed., Chūgoku no saikō to kakaeru kadai. Tokyo: Keisō sho

SHAMDASANI, Yogita

Rank: Assistant Professor (tenure track)

Education: Ph.D., Columbia University, 2017

Distinctions: Smith Richardson Foundation Award for project “Policy and Regulation in Chinese Industry” (2012-2013 - Co-PI with Loren Brandt); Residential fellowship, Rockefeller Foundation Bellagio Center (2013)

Specialization: Development economics, labor economics

IAS Courses Taught: Proseminar in International Economics

% Effort, IAS Courses: 20%

Language Proficiencies: Hindi

Recent Publications:

n.d. “The Morale Effects of Pay Inequality.” With Emily Breza and Supreet Kaur. *Quarterly Journal of Economics*.

WANG, Stephanie

Rank: Assistant Professor (tenured)

Education: Ph.D., Princeton University, 2008

Academic Experience: Postdoctoral Scholar in Economics, California Institute of Technology (2008-2011)

Distinctions: Recipient of University of Pittsburgh Central Research Development Fund (2012-present); recipient of grant from National Natural Science Foundation of China (2011-present)

Specialization: Experimental economics; behavioral economics/game theory; information economics

IAS Courses Taught: Seminar in Experimental Economics; the Chinese economy; behavioral finance and economics; corporate restructuring

Language Proficiencies: Chinese (5), French (2), German (2)

Recent Publications:

- 2017 “Healthy Beyond Pregnancy, a Web-Based Intervention to Improve Adherence to Postpartum Care: Randomized Controlled Feasibility Trial” With Himes et al. *JMIR Human Factors* 4(4), e26.
- 2016 “Poverty and Economic Decision-Making: Evidence from Changes in Financial Resources at Payday.” With Leandro Carvalho and Stephan Meier. *American Economic Review*, 106(2), 260-284.
- 2014 “Imperfect Choice or Imperfect Attention? Understanding Strategic Thinking in Private Information Games.” *Review of Economic Studies*
- 2012 “Speculative Overpricing in Asset Markets with Information Flows.” With Thomas R. Palfrey. *Econometrica*, 80(5), pp. 1937-1976.

EDUCATION (School of Education)

BERMAN, David M.

Rank: Associate Professor (tenured), Dept. of Instruction and Learning

Education: Ph.D., Pennsylvania State University, 1986

Academic Experience: Faculty Coordinator, Vietnam Plus3 Study Abroad Program, School of Engineering International Programs and the International Business Center, University of Pittsburgh (2009–present); Education Quality and Relevance Specialist, Secondary Education Sector Development Program (SESDP), Socialist Republic of Viet Nam, Asian Development Bank (2008–2009)

Distinctions: Recipient of Belfer First Step: Holocaust Institute for Teacher Educators, American Association of Colleges for Teacher Education and the United States Holocaust Memorial Museum, Washington, D.C. (2010); Educational Quality Specialist in Secondary Education Sector Development Program, Asian Development Bank (2008)

Specialization: Social studies education; comparative and international education; schooling in extreme conditions

IAS Courses Taught: Curriculum in Social Studies Education; Educational Anthropology; Instruction in Social Studies Education; International Resources Tutorial; Issues/Research in Social Studies Education

% Effort, IAS Courses: 25%

Language Proficiencies: Vietnamese (2), Bosnian/Croatian/Serbian (3), English (5)

Overseas Experience: Vietnam, Bosnia and Herzegovina, Kosovo

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2009 “‘Never Forget the Sacrifice’: A Visit to Chu Van An High School in Hanoi, Vietnam,” *The Social Studies* 100:4 (July/August 2009) 148–153 (100th Anniversary Issue Reprint).
- 2007 *The War Schools of Dobrinja: Reading, Writing, and Resistance during the Siege of Sarajevo*. San Francisco, Caddo Gap Press.
- 2006 “Školovanje u Ekstremnim Okolnostima: Lekcije iz Bosanskih Pejzaža” [Schooling in the Extreme: Lessons from Bosnian Landscapes], *Prosvjetni List* [The Educational Gazette], (Ministry of Education and Science, Federation of Bosnia and Herzegovina) 932:61; New Series 100:10, 17–20.

DONATO, Richard

Rank: Associate Professor and Chair (tenured), Dept. of Instruction and Learning

Education: Ph.D., University of Delaware, 1988

Academic Experience: Co-chair, ACTFL Research Priorities Task Force (2013–present; member since 2010)

Specialization: Second and Foreign Language Acquisition; Foreign Language Education; Sociocultural Theory and Language Development; Language Program Assessment

IAS Courses Taught: Theory and Method of Foreign Language Instruction; Current Issues in Foreign Language Education; Foreign Language Teaching Laboratory; Current Research in Foreign and Second Language Learning; Sociocultural Theory I and II; Approaches to Research in Applied Linguistics

% Effort, IAS Courses: 10%

Language Proficiencies: Thai (2), French (5), Spanish (3)

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2013 “Exploring a practice-based approach to teacher education: A work in progress.” With Troyan, F., Davin, K. *Canadian Modern Language Review* 69 (2), pp. 154–180.
- 2013 “Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing.” With Davin, K. *Foreign Language Annals*.
- 2013 “Integrated performance assessment (IPA) in an elementary school Spanish program.” With Troyan, F.J., Davin, K., & Hellmann, A. *Association for Childhood Education International: Focus on the Elementary*.
- 2010 *A tale of two schools: Developing sustainable foreign language programs*. With Tucker, G. R. Clevedon, UK: Multilingual Matters.

JACOB, W. James

Rank: Associate Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D., University of California, Los Angeles, 2004

Academic Experience: Director, Institute for International Studies in Education, University of Pittsburgh (2007-2017)

Distinctions: Principal investigator, Asian Pacific Higher Education Research Partnership, East-West Center, Hawaii (2012-2016); Principal Investigator, Higher Education Administrators Training (HEAT) Program, Wuhan University, China (2011-2015)

Specialization: Higher education management; research methods; policy analysis; program evaluation; international development; social theory; multicultural education; research ethics; organizational leadership

IAS Courses Taught: Survey Research; HIV Education; Higher Education Institutional Strategic Planning; Higher Education Budget Management; Higher Education Human Resource Management; Comparative Higher Education; Social Theories and Education in a Global Context; Comparative Education; International Organizations & Development Education

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (3), Fijian (4), Kiribati (4)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- 2013 *Community Engagement in Higher Education: Policy Reforms and Practice*. Jacob, W. James ; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. (Eds.) Boston, Taipei, London, Rotterdam: Sense Publishers.
- 2013 "Mapping Indigenous Paradigms, Research, and Practice in the World Indigenous Nations Higher Education Consortium." With Lee, C.W.; Wehrheim, N.; Gökbel, V; Dumba, J.; Lu, X.; & Yin, S. *Taiwan Journal of Indigenous Studies*, 6 (1): pp. 1 – 64.
- 2012 "From Access to Quality: Migrant Children's Education in Urban China." With Liu, Jing. *Educational Research for Policy and Practice*, 11 (3).
- 2011 *Policy Debates in Comparative, International and Development Education*. Hawkins, John N.; & Jacob, W. James (Eds.). New York: Palgrave Macmillan.

KINLOCH, Valerie

Rank: Dean and Professor (tenured)

Education: Ph.D., Wayne State University, 2000

Academic Experience: Renee and Richard Goldman Dean and Professor, School of Education, University of Pittsburgh (2017-present); Associate Dean of Diversity, Inclusion, and Community Engagement, College of Education and Human Ecology, Ohio State University (2016-2017); Associate Department Chair, Department of Teaching and Learning, Ohio State University (2015-2016); Director and Chief Diversity Officer, Office of Diversity and Inclusion in the College of Education and Human Ecology, Ohio State University (2014-2016); Professor of Literacy Studies, Ohio State University (2013-2017)

Distinctions: Distinguished Recognition Faculty Impact "Kiongozi" Award, Ohio State University (2017); Outstanding Leadership and Service Award

Specialization: Intersections of community narratives, literacy, language, and culture

IAS Courses Taught: N/A

% Effort, IAS Courses: N/A

Overseas Experience: China (research)

Recent Publications:

- 2017 "Reading the world as text: Black adolescents and out-of-school literacies." In *English language arts research and teaching: Revisiting and extending Arthur Applebee's contributions*. New York: Routledge.
- 2014 *Service-learning in literacy education*, ed. With P. Smagorinsky. Charlotte: Information Age Publishing.
- 2012 *Crossing boundaries—Teaching and learning with urban youth*. New York: Teachers College Press.

PORTER, Maureen

Rank: Associate Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D., Stanford University, 1997

Distinctions: Member, The Jean Winsand International Institute for Women in Educational Administration (2003-2010); Chancellor's Affirmative Action Award (2009)

Specialization: Educational development; community-based projects; service learning; indigenous language movements

IAS Courses Taught: Anthropology of Education

% Effort, IAS Courses: 50%

Language Proficiencies: Spanish (3), Quechua (2), German (5), French (2), Mandarin Chinese (2)

Overseas Experience: Bolivia, Peru

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2007 "[Continuing Education as Cultural Change-Transatlantic Research Program on Women in Educational Administration]". With Claudia Fahrenwald. In [*Gender Mainstreaming and Further Education: Organization Development through Potential Development*], edited by Macha, H. & Fahrenwald, C. Opladen: Verlag Barbara Budrich.
- 2006 "Going over to the dark side – [Ambivalent experiences of women in teaching careers - a transatlantic comparison]" with Fahrenwald, C. In *Bildungs-und Karrierewege von Frauen*, edited by Hering, S., Krienbaum, M., & Schlueter, A. Opladen: Verlag Barbara Budrich, 2006

SHAFIQ, M. Najeeb

Rank: Associate Professor (tenured)

Education: Ph.D., Columbia University, 2005

Distinctions: Social Science Research Network (SSRN): Top 8% of authors based on total and annual article downloads (June 2013-present); *Journal of Asian Economics*. "Top 10 Most Cited Articles" for the period 2007-2012 (2007-2012)

Specialization: Economics of education; education reform; social benefits of education; human capital decisions; development economics; comparative education; labor economics; behavioral economics

IAS Courses Taught: Economics of Education; Political Economy of Education; Politics & History of K-12 & Higher Education; Comparative Education; Social Theories & Education

% Effort, IAS Courses: 70%

Language Proficiencies: Bengali (5), Urdu (3), French (2), Arabic (2)

Overseas Experience: Bangladesh, Morocco, Pakistan

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- 2017 "Are there long-term benefits from early childhood education in low- and middle-income countries?" With Amanda Devercelli and Alexandria Valerio. World Bank Working Paper Series, *Education Policy Analysis Archives*.
- 2015 "Aspects of Moral change in India, 190-2006: Evidence from public attitudes toward bribery and tax evasion," *World Development* 68, 136-148.
- 2014 "Are student protests in Arab states caused by economic and political grievances? Empirical evidence from the 2006-07 Arab Barometer," with Jessica Mason, Taylor Seybolt, and Kristen DeLuca. *Peabody Journal of Education* 89(1), 141-158.

ENGLISH AND FILM STUDIES

ANDRADE, Susan Zulema

Rank: Associate Professor (tenured)

Education: Ph.D., University of Michigan, 1992

Academic Experience: Columbia University, Visiting Associate Professor of English and Comparative Literature (2003-2004)

Distinctions: Recipient of Senior Scholar Fulbright-Nehru Fellowship, Christ University, Bangalore, India (2014); Recipient of Humanities Center Faculty Fellowship (2012); Recipient of Global Academic Partnership Grant for Anglophone Asian Novels Conference (2011)

Specialization: feminist and literary theory, anglophone and francophone literatures of Africa; anglophone literature of South Asia.

IAS Courses Taught: Anglophone Asian Novels; Politics and the Novel; The Global Novel; Nationalism and Sexual Politics; Feminist Theory; Aesthetics and Politics; The Novel: Texts and Theory; The Postcolonial Novel
% Effort, IAS Courses: 25%

Language Proficiencies: French (4), Spanish (3), Kiswahili (1), Portuguese (1)

Overseas Experience: Hong Kong, India, Taiwan, Kenya, Morocco, Senegal, South Africa, Tanzania

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2012 "Realism, Reception, 1968, and West Africa" in *Modern Language Quarterly* special issue, "Peripheral Realisms," 73.3: 289-308.
- 2011 "Representing the Slum Non-Magically" in *Legacies of Modernism: Historicizing Contemporary Fiction*. Ed. David James, Cambridge UP, pp. 253-278.
- 2011 "Adichie's Genealogies: National and Feminine Novels" *Research in African Literatures* 42.2: 91-101.

LI, Jinying

Rank: Assistant Professor (tenure track)

Education: Ph.D., New York University, 2012

Academic Experience: Assistant Professor, School of Writing, Literature, and Film, Oregon State University (2012-2014); Adjunct Professor, Department of Cinema Studies, New York University (2011-2012); Lecturer, School of Arts and Communications, Beijing Normal University (2006)

Distinctions: Producer, *Creative Future*, TV documentary series for Shanghai Media Group, broadcast nationwide in China (2012); Research Fellow, Center for Study of Developing Societies, New Delhi; Social Science Research Council New York (2009)

Specialization: Asian cinema; *anime* (Japanese animation); *otaku* (geek) culture; participatory fandom; piracy networks; trans-media interfaces

IAS Courses Taught: World Film History

% Effort, IAS Courses: 75%

Language Proficiencies: Chinese (5), Japanese (4)

Overseas Experience: China

Recent Publications:

- n.d. *Global Geekdom: The Rise of Anime and Otaku in the Information Age*. In progress.
- n.d. Review of *Anime's Media Mix: Franchising Toys and Characters in Japan*, by Marc Steinberg. *The Journal of Asian Studies*, forthcoming.
- 2012 "From Superflat Windows to Facebook Walls—Mobility and Multiplicity of an Animated Shopping Gaze." In *Mechademia* 7 (2012): 203-221.
- 2012 "Piracy, Circulation, and Cultural Control in Contemporary China." In *India, Russia, China: Comparative Studies on Eurasian Culture and Society*, ed. Tetsuo Mochizuki and Shiho Maeda (Sapporo: Hokkaido University Slavic Research Center, 2012): 99-112.
- 2012 "From D-Buffs to the D-Generation: Piracy, Cinema, and an Alternative Public Sphere in Urban China." In *The International Journal of Communication*, Vol. 6 (2012): 542-563.

LOWENSTEIN, Adam

Rank: Professor (tenured)

Education: Ph.D., University of Chicago (1999)

Academic Experience: Director of Film Studies, University of Pittsburgh Film Studies Program (2014-2017)

Distinctions: Research in Japan grant, University of Pittsburgh (2008); Fellow, University of Pittsburgh Humanities Center (2009); Hewlett International Grant, University Center for International Studies (2008)

Specialization: Film history; film theory; new media; horror film; surrealist film; politics of spectatorship and national cinemas

IAS Courses Taught: Cinema and Trauma; Advanced Seminar in Film Studies: Media and Spectatorship; Film and Literature: Representing the Vietnam War; World Film History

% Effort, IAS Courses: 25%

Language Proficiencies: German (2)

Overseas Experience: Japan, United Kingdom, France, Germany

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

- n.d. *Dreaming of Cinema: Spectatorship, Surrealism, and the Age of Digital Media*. New York: Columbia University Press. Forthcoming.
- 2012 "Spaces of Violence: History, Horror and the Cinema of Kiyoshi Kurosawa." In *Killer Images: Documentary Film, Memory and the Performance of Violence*, edited by Joram ten Brink and Joshua Oppenheimer, 136-151. London and New York: Wallflower Press/Columbia University Press, 2012.
- 2012 "A Dangerous Method: Sight Unseen." *Film Quarterly* 65.3 (2012): 24-32.
- 2011 "Spectacle Horror and Hostel: Why 'Torture Porn' Does Not Exist." *Critical Quarterly* 53.1 (2011): 42-60.

MAJUMDAR, Neepa

Rank: Associate Professor (tenured)

Education: Ph.D., Indiana University-Bloomington, 2001

Distinctions: Scholarship in Sound and Image Videographic Criticism, Middlebury University (2018); Recipient of Provost's Faculty Diversity Seminar Fellowship (2013); Board of Directors of Society for Cinema and Media Studies (2013); Honorable Mention, First Book Award, *Society for Cinema and Media Studies* (2011)

Specialization: Film and Media Studies; Cultural Studies; South Asian Cinema

IAS Courses Taught: Indian Cinema: Questions of Mass Culture and Transnational; Film Sound: History, Theory, Aesthetics; War and Cinema; Film History/Theory; Film and Ethnography; Bollywood and Indian Cinema ; Advanced Seminar in Film Studies; Global Film Stardom

% Effort, IAS Courses: 50%

Language Proficiencies: Bengali (5), Hindi (4), German (3), Russian (1)

Overseas Experience: India

Dissertation and theses supervised in past 5 years: 7

Recent Publications:

- 2017 "Gendered Borderlands: Screens as Contact Zones in Contemporary Women's Cinema in India." *Contemporary Women's Cinema, Global Scenarios and Transnational Contexts*, ed. Veronica Pravadelli.
- 2015 "The Nostalgia Industry and Indian Film Studies" in dossier on "Afterthoughts on the Indian Cinema Centenary," *South Asian Popular Culture* 13(1). 85-88.
- 2015 "Gossip, Labor, and Female Stardom in Pre-independence Indian Cinema: The Case of Shanta Apte" in *Doing Women's Film History: Reframing Cinemas, Past and Future*, eds. Christine Gledhill and Julia Knight (University of Illinois Press): 181-192
- 2009 *Wanted! Cultured Ladies Only: Female Stardom and Cinema in India, 1930s to 1950s*. Urbana: University of Illinois Press

MEYER, Michael

Rank: Associate Professor (tenured)

Education: MA, University of California Berkeley, 2001

Academic Experience: Visiting Professor, Journalism and Media Studies Center, University of Hong Kong (2012-present); Faculty, MFA in Writing Program, Pacific University (2012-present)

Distinctions: NEH Public Scholar Award (2017); Lowell Thomas Award for Best Travel Book (2017); Guggenheim Fellowship (2010-2011); winner of Berlin Prize at the American Academy, Berlin (2012); winner of Lowell Thomas Award for excellence in travel writing; Whiting Writer's Award (2009); Blakemore Fellow, Tsinghua University for advanced studies in written and spoken Chinese (2004-2005); appearances on The Today Show (NBC), The Early Show (CBS), and All Things Considered (NPR) (2008-2013).

Specialization: Journalism; travel writing; China; nonfiction writing; new media

IAS Courses Taught: Readings in Contemporary Non-Fiction, Intermediate Nonfiction

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (Mandarin) (4)

Overseas Experience: China, Taiwan, Vietnam, Laos, Singapore, United Kingdom – Great Britain

Dissertations and theses supervised in past 5 years: 14

Recent Publications:

- 2017 *The Road to Sleeping Dragon: Learning China from the Ground Up*. New York: Bloomsbury.
- 2015 *In Manchuria: Journeys Across China's Northeast Frontier*. New York: Bloomsbury.
- 2012 "Beijing, Forever." *Foreign Policy*, September/October 2012.
- 2011 "China's Big Zhang!" *The New York Times*, 2 Jan. 2011.
- 2009 "What the Chinese Want from Obama." *The New York Times*, 20 Feb. 2009.
- 2008 *The Last Days of Old Beijing: Life in the Vanishing Backstreets of a City Transformed*. New York: Bloomsbury.

PURI, Shalini

Rank: Professor (tenured)

Education: Ph.D., Cornell University, 1994

Academic Experience: Director, Literature Program, Department of English (2009-present)

Distinctions: Interdisciplinary Humanities Grant, University of Pittsburgh Humanities Center (2017); Recipient of Provost's Award for the Humanities, University of Pittsburgh (2015)

Specialization: Postcolonial Literary and Cultural Studies, Global South, Caribbean Studies, feminism, marxism, memory studies, fieldwork, activism and the arts; anthropocene, environmental justice, and the global politics of water; pedagogy, social justice, and prison pedagogies.

IAS Courses Taught: World Literature in English

% Effort IAS Courses: 20%

Language Proficiencies: Hindi (4), Spanish (3)

Overseas Experience: Trinidad, Grenada, Cuba, Puerto Rico, England, Canada

Dissertation and theses supervised in past 5 years: 14

Recent Publications:

- 2014 *The Grenada Revolution in the Caribbean Present: Operation Urgent Memory*. Palgrave Macmillan.
- 2017 *Caribbean Military Encounters*. Co-edited with Lara Putnam. Palgrave Macmillan.
- 2016 *Theorizing Fieldwork in the Humanities: Methods, Reflections, and Approaches to the Global South*. Co-edited with Debra Castillo. Palgrave Macmillan.

GENDER, SEXUALITY, AND WOMEN'S STUDIES

COHEN, Frayda

Rank: Senior Lecturer and Visiting Assistant Professor (non-tenure track)

Education: Ph.D., University of Pittsburgh, 2007

Academic Experience: Senior Lecturer, Gender, Sexuality, and Women's Studies Program (2010-present); Director, Pitt in China study abroad program (2013);

Distinctions: Innovation in Education Grant (\$22,000), University of Pittsburgh Office of the Provost (2009); Fulbright Fellowship, China (2003)

Specialization: Gender; children; kinship; China; transnational adoption

IAS Courses Taught: Introduction to Cultural Anthropology; Chinese Society; Japanese Society; Human Sexuality in Cross-Cultural Perspective; Anthropology of Food; Introduction to Women's Studies; The Politics of Gender and Food; Global Feminisms; Gender and Sustainability

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (Mandarin) (3)

Overseas Experience: China

Dissertations and theses supervised in the past 5 years: 3

Recent Publications:

- n.d. *Labor or Love: Transnational Adoption, Media Images and the Commodification of Children.*
- 2015 "Tracing the Red Thread: Chinese-US Transnational Adoption and the Legacies of "Home." *Anthropologica: Journal of the Canadian Anthropology Society.*
- 2012 "Reframing Transracial Adoption: Adopted Koreans, White Parents, and the Politics of Kinship (Review)." In *Anthropology Quarterly* Fall 2012, Volume 85, Number 4. pp. 1285-1293.

GEOLOGY

EIZENHÖFER, Paul R.

Rank: Postdoctoral Associate (non-tenure)

Education: Ph.D., University of Hong Kong, 2015

Academic Experience: Wissenschaftl. Mitarbeiter (Post-Doc), University of Tübingen (2017-2019); Feodor-Lynen Postdoctoral Fellow, University of Pittsburgh, (2016-2017); Postdoctoral Associate, University of Pittsburgh, (2015-2016; 2018); Research Assistant, The University of Hong Kong, (2014-2015)

Distinctions: Outstanding Research Postgraduate Student of The University of Hong Kong (2016)

Specialization: Geochronology, Geochemistry, Environmental Science

IAS Courses Taught: N/A

% Effort, IAS Courses: N/A

Language Proficiencies: Chinese (Mandarin) (5); German (4)

Overseas Experience: Hong Kong, Germany

Recent Publications:

- 2018 "Geochronology and Geochemistry of Paleozoic to Mesozoic Granitoids in Western Inner Mongolia, China: Implications for the Tectonic Evolution of the Southern Central Asian Orogenic Belt." With Q. Liu et al. In *The Journal of Geology*, 126(4).
- 2018 "Testing the effects of topography, geometry, and kinematics on modeled thermochronometer cooling ages in the eastern Bhutan Himalaya." With M.E. Gilmore et al. In *Solid Earth*, 9(3).
- 2017 "Solonker Suture in East Asia and its bearing on the final closure of the eastern segment of the Palaeo-Asian Ocean." With G. Zhao. In *Earth-Science Reviews*.

HISPANIC LANGUAGES & LITERATURES

KIM, Veronica Junyoung

Rank: Assistant Professor (tenure track)

Education: Ph.D., Cornell University

Specialization: Transpacific Studies, Latin American Film and Media, Contemporary Latin American Literature, Critical Race and Gender Studies, Critical Theory, Asian Diaspora Studies, Korean Film and Popular Culture

IAS Courses Taught: Asian-American Literature

% Effort, IAS Courses: 15%

Language Proficiencies: Spanish (5), Korean (5)

Recent Publications:

2016 "Disrupting the 'White Myth': Korean Immigration to Buenos Aires and National Imaginaries." In *Imagining Asia in the Americas*, eds. Zelideth Maria Rivas and Debbie Lee-DiStefano. RutgersUP

2014 "(Re)ORIENTando América Latina en el capitalismo global: Orientalismo y la cuestión nacional en Madama Sui de Augusto Roa Bastos." In *Hispanófila* 172.

HISTORY

ADAL, Raja

Rank: Assistant Professor (tenure-track)

Education: Ph.D., Harvard University, 2009

Academic Experience: University of Pittsburgh, Assistant Professor of History (2015-Present); Tokyo University of Foreign Studies, Hakuho Foundation Long-Term Research Fellow (2017-2018); University of Tokyo Graduate School of Interdisciplinary Information Studies, Japan Foundation Long-term Research Fellow (2015-2016)

Distinctions: Council of American Overseas Research Centers Multi-Country Research Fellowship (\$10,500, 2016); Japan Foundation Long-term Research Fellowship (\$65,000, 2015); Hakuho Foundation Long-term Research Fellowship (\$65,000, 2018); University of Pittsburgh Asian Studies Center Research in Japan Grant (\$10,000, 2017)

Specialization: History of Japan, World History, History of the Middle East

IAS Courses Taught: Modern Japan, Japan and the West, Global Approaches to the Concept of Modernity, The West and the World, A Social History of Aesthetics in Japan

% Effort, IAS Courses: 70%

Language Proficiencies: Japanese (4), Modern Standard Arabic (4), French (5), German (3), Turkish (2)

Overseas Experience: Japan, India, Lebanon, Egypt, France, Great Britain

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

n.d. *The Enchanted Modern: Japan, Egypt, and the Global History of Aesthetic Education*, forthcoming from Columbia University Press

2017 "Taipuraita ha shintai to bunsho wo tsunageuruka? [Can the typewriter connect the body and the text?]" *Mitsui bunko shiryō: Watashi no itten*, special issue of *Mitsui bunko rōngi* 50, 4-5.

2016 "Aesthetics and the End of the Mimetic Moment: The Introduction of Art Education in Japanese and Egyptian Schools," *Comparative Studies in Society and History* 58, no.4, 982-1003.

COOK, James Alexander

Rank: Adjunct Associate Professor (non-tenure track); Associate Director, Asian Studies Center

Education: Ph.D., University of California, San Diego, 1998

Academic Experience: Arthur Lynn Andrews Chair in Asian and Pacific Studies, University of Hawai'i, Manoa, School of Pacific and Asian Studies (Fall 2013); Researcher, Center for Historical Environment and Socioeconomic Development in Northwestern China, Shaanxi Normal University, Xi'an, Shaanxi, China (2008-present)

Distinctions: National Science Foundation Research Experience for Undergraduates Grant (\$403,000); U.S. Department of Education, Fulbright-Hays Group Projects Abroad Program grant (\$98,094); Casten Family Foundation grant (\$4,260) to finance research on the impact of water allocation policies on development in rural Shaanxi province, China

Specialization: Modern East Asian History, Modern Southeast Asian History, Public Health in China, Environmental History in China

IAS Courses Taught: Introduction to Asian Studies; East Asian Civilizations, Antiquity-1700; Modern East Asia, 1700-1989; China Today; Modern China; Modern Japan; History of the People's Republic of China; Graduate Historiography; Popular Culture

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5); Japanese (3)

Overseas Experience: China, Taiwan, Laos, Singapore, Philippines, Cambodia, Vietnam, Thailand, Japan, South Korea

Dissertation and theses supervised in past 5 years: 3

Recent Publications:

- 2014 *Visualizing China: Image, History, and Memory, 1750-Present*, ed. With Joshua Goldstein, Matthew Johnson, and Sigrid Schmalzer, New York: Lexington Press
- 2013 "China's New Sorrow: Water-Management Policies, Environmental Degradation, and Salar-Tibetan Minority Relations in Qinghai Province," *Twentieth Century China*. (Co-authored with student authors Derek Huls, Marc Janke, and Yesenia Gallardo.)
- 2011 "A Transnational Revolution: Sun Yatsen, Overseas Chinese, and the Revolutionary Movement in Xiamen, 1900-12," in Sun Yat-sen, Nanyang and the 1911 Revolution, ed. Lee Lai To and Lee Hock Guan, 127-162. Singapore: Institute of Southeast Asian Studies.

MOSTERN, Ruth – NEW in 2015

Rank: Associate Professor (tenured)

Education: Ph.D., University of California Berkeley, 2003

Academic Experience: Associate Professor of History, University of Pittsburgh (2016-present); Founding Faculty, University of California at Merced School of Social Sciences, Humanities and Arts, History and World Cultures Department (2004-2017)

Distinctions: "Water in Central Asia" NEH Humanities Connections (2018); "World Historical Gazetteer" NEH Collections and Reference (\$315,000, 2017)

Specialization: Chinese history, digital humanities, spatial humanities, world history, environmental history

IAS Courses Taught: World History Methods: Digital Methods for the Spatial Analysis of the Past; World History to 1450

% Effort, IAS Courses: 50%

Language Proficiencies: Mandarin Chinese (3), Japanese (2)

Overseas Experience: China, Taiwan

Dissertation and theses supervised in past 5 years: 11

Recent Publications:

- 2011 *Dividing the Realm in Order to Govern: The Spatial Organization of the Song State (960-1276 CE)*, Harvard University Asia Center Monographs, distributed by Harvard University Press.
- 2017 *Open Rivers Journal* vol. 7, special issue based on Grasping Water workshop, co-edited with Ann Waltner.
- 2016 *Placing Names: Enriching and Integrating Gazetteers*, edited with Humphrey Southall and Merrick Lex Berman, Indiana University Press.

NAPPI, Carla – NEW in 2018

Rank: Andrew W. Mellon Chair (tenured)

Education: Ph.D., Princeton University, 2006

Academic Experience: Associate Professor, Department of History, University of British Columbia (UBC) (2013-2018); Canada Research Chair in Historical Pataphysics, UBC (2017-2018); Canada Research Chair in Early Modern Studies, UBC (2012-2017)

Distinctions: Luce/ACLS Collaborative Reading Workshop Grant: “Translating Manchu,” (May 2015); National Humanities Center Fellow (2012)

Specialization: histories of science and medicine, early modern (Ming-Qing, late imperial) China, translation, and Manchu studies

% Effort, IAS Courses: 75%

Language Proficiencies: Mandarin Chinese (5), Arabic (3), Spanish (3), French (3), German (3), Arabic (3), Manchu (5), Mongolian (3), Tibetan (3), Russian (1)

Overseas Experience: China, Tibet

Recent Publications:

In preparation *Illegible Cities: Translating Early Modern China*

2017 “Making ‘Mongolian’ Nature: Medicinal Plants and Qing Empire in the Long Eighteenth Century,” in *The Botany of Empire in the Long Eighteenth Century* (Dumbarton Oaks Research library and Collection, Harvard University Press)

2009 *The Monkey and the Inkpot: Natural History and its Transformations in Early Modern China*, Harvard University Press

PICKETT, James

Rank: Assistant Professor (tenure track)

Education: Ph.D., Princeton, 2015

Academic Experience: Assistant Professor, History, University of Pittsburgh (2015-present); Visiting Researcher, Institute of Iranian Studies, Austrian Academy of Sciences (2014-present); Post-doctoral assistant, InterAsia Initiative, Yale University (2015-2016)

Distinctions: Special Initiative to Promote Scholarly Activities in the Humanities (2018); Social Science Research Council Transregional Research Junior Scholar Fellowship (2017-2018)

Specialization: Eurasia; Islam; Central Asia; Russia; South Asia

IAS Courses Taught: Empires of the Steppe

% Effort, IAS Courses: 40%

Language Proficiencies: Persian (4); Russian (4); Arabic (3); Hindi-Urdu (3); Turkic (Uzbek) (3); Middle Persian (Pahlavi) (3)

Overseas Experience: Uzbekistan; Russia; Tajikistan; India; Pakistan; Afghanistan; Iran; Syria; Kyrgyzstan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

n.d. *Polymaths of Islam: Scholars and Knowledge Networks in a Eurasian Cosmopolis* (forthcoming)

2017 “Categorically Misleading, Dialectically Misconceived: Language Textbooks and Pedagogic Participation in Central Asian Nation-Building Projects.” *Central Asian Survey* 36(4).

2016 “Mobilizing Magic: Occultism in Central Asia and the Continuity of High Persianate Culture under Russian Rule.” With Matthew Melvin-Koushki. *Studia Islamica* 111.

SMITH, Jomo

Rank: Visiting Assistant Professor (non-tenure track)

Education: Ph.D., University of California, San Diego, 2018 (expected)

Academic Experience: Visiting Assistant Professor, University of Pittsburgh (2017-2018)

Distinctions: Predoctoral Fellowship, MIT School of Humanities (2015); China and Inner Asia Council Small Grant, Association for Asian Studies (2012)

Specialization: Chinese Muslims and Tibetans; Borderland spaces and communities 19th and 20th Century Chinese History East Asian Civilizations

IAS Courses Taught: East Asian Civilizations; Chinese Thought; Modern China

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (4); Japanese (2)

Overseas Experience: China, Taiwan, Japan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

2012 "Christianity with Chinese Characteristics: The origins and evolution of the Adventist mission in a Chinese province." In *Journal of Adventist Mission Studies*. 8(1).

HISTORY OF ART & ARCHITECTURE

GAO, Minglu

Rank: Research Professor (tenured)

Education: Ph.D., Harvard University, 1999

Academic Experience: Major exhibitions organized include *China/Avant-Garde* (1989), *Inside Out: New Chinese Art* (1998), *Harvest: Contemporary Art Exhibition* (2002), *Chinese Maximalism* (2003), *The Wall: Reshaping Contemporary Chinese Art* (2005), *Retrospective Exhibition of the No Name Group* (2006), *Yi School: Thirty Years of Chinese "Abstraction"* (2007), *The Apartment Art in China 1970s – 1990s* (2008), *Yi Pai: The Century Mentality* (2009), and *Ink as Model* (2012).

Specialization: Modern and contemporary Chinese art

IAS Courses Taught: Avant-Garde in Contemporary Chinese Art; Modern/Contemporary Asian Art; 20th Century Chinese Art

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China

Recent Publications:

2011 *Total Modernity and the Avant-Garde in Twentieth-Century Chinese Art* MIT Press.

2009 *Yi School: Thirty Years of Chinese "Abstract Art"* Barcelona: La Caxia Foundation.

2005 *The Wall: Reshaping Contemporary Chinese Art* New York and Beijing: The Albright Knox Art Gallery and China Millennium Museum.

2003 *A Century's Utopia: Chinese Avant-Garde Art* (Taiwan: Artists Publishing House, 2000); *Chinese Maximalism*, Chongqing: Chongqing People's press.

GERHART, Karen M.

Rank: Professor (tenured)

Education: Ph.D., University of Kansas, 1992

Distinctions: Recipient of Robert and Lisa Sainsbury Fellowship (2014)

Specialization: Pre-modern Japan (all periods)

IAS Courses: Art of Japan; Representation of Space & Place; Art of Heian and Kamakura; Issues of Authority in Japanese Art & Architecture; Secrecy in Japanese Art of Culture; Handscrolls in 12th-14th century Japan; Intro to Asian Art; Repurposing Architecture in Japan; Arts & Culture of Early Japan; Japanese Artists & the City; Early Japan: Material Culture & Ritual; Japan: Artist & the City; Japan: Text & Image in Handscrolls

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), Mandarin Chinese (3)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 23

Recent Publications:

- n.d. "The Death and Funeral of Imperial Consort Ishi (1076-1103) in *Chûyûki*, eds. Joan Piggot and Yoshida Sanae. Cornell University Press. Forthcoming.
- 2017 "Reconstructing the Life of Uesugi Kiyoko (1270-1342)" in *Japan Review*, vol. 31 (23-51)
- 2013 Book Review: Thomas Conlon's *From Sovereign to Symbol: An Age of Ritual Determinism in Fourteenth-Century Japan* (Oxford University Press, 2011) in *Journal of Japanese Studies*.
- 2009 *The Material Culture of Death in Medieval Japan*. University of Hawaii.

LINDUFF, Katheryn.

Rank: Professor (tenured, emerita)

Education: Ph.D., University of Pittsburgh, 1972

Distinctions: Inaugural recipient of the Sheth Distinguished Faculty Award for International Achievement, University Center for International Studies, University of Pittsburgh (2013)

Specialization: Early Chinese art history and archaeology; Eurasian archaeology

IAS Courses: Arts and Culture of China; Chinese Architecture; Arts of Asia; Chinese Landscape Painting

% Effort, IAS Courses: 75%

Language Proficiencies: Mandarin Chinese (3), Japanese (2), Spanish (3), French (2)

Overseas Experience: China, Taiwan, Russia

Dissertation and theses supervised in past 5 years: 22

Recent Publications:

- n.d. *Memory, Agency, and the Shaping of Object Life Histories in China*. With Francis Allard and Sun Yan (eds). Cambridge, Cambridge University Press. In press.
- 2018 *Equids and Wheeled Vehicles in the Ancient World: Studies in Memory of Mary A. Littauer*. With Peter Raulwing and Joost Crouwel (eds). Oxford: British Archaeological Review. In Press.
- 2011 *Settlement Patterns in the Chifeng Region*. With Chifeng International Collaborative Archaeological Research Project, Pittsburgh, Center for Comparative Archaeology.

RAJAGOPALAN, Mrinalini

Rank: Associate Professor (tenured)

Education: Ph.D., University of California at Berkeley, 2007

Distinctions: Recipient of Paul Mellon Center for Studies in British Art Grant (\$14,000, 2017); Recipient of University Center for International Studies Fellowship (2014); Recipient of Third Term Research Funds (2013); Recipient of Paul Mellon Center for Studies in British Art (2012); Recipient of Hewlett International Grant (2012)

Specialization: Global histories of modern architecture & urbanism; comparative histories of preservation in India & around the world; architectural history; theory & criticism of modern and contemporary architecture in non-Western contexts

IAS Courses Taught: Approaches to the Built Environment; Global Preservation: A Modern History; Architecture after 1945; Cosmopolitan Visions (Graduate seminar)

% Effort, IAS Courses: 50%

Language Proficiencies: Hindi (5), Urdu (4), Malayalam (2), Hebrew (2)

Overseas Experience: United Kingdom, India, Singapore, Malaysia

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2016 *Building Histories: The Archival and Affective Lives of Five monuments in Modern Delhi*. University of Chicago Press.
- 2012 *Colonial Frames, Nationalist Histories: Imperial Legacies, Architecture, and Modernity*. Co-edited with Madhuri Desai. Ashgate Publishing Limited.
- 2011 "A Medieval Monument and its Modern Myths of Iconoclasm: The Enduring Contestations over the Qutb Complex in Delhi, India." In *Resue Value: Spoliation and Appropriation in Art and Architecture from Constantine to Sharrie Levine*, ed. Dale Kinney and Richard Brilliant. Ashgate Publishing Limited. 199-221.

MCCOY, Michelle – NEW in 2017

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of California Berkeley, 2017

Academic Experience: Assistant Professor, History of Art and Architecture, University of Pittsburgh (2017-present); Postdoctoral Fellow, Max Planck Institute for the History of Science (2017-2018)

Distinctions: PROSE Award, Association of American Publishers

Specialization: Premodern Chinese Art and Architecture; Premodern Inner Asian Art and Architecture; History of Astrology, Astronomy, and Divination

% Effort, IAS Courses: 75%

Language Proficiencies: Chinese (4); French (3); Russian (3); Japanese (2); Tangut (2)

Overseas Experience: China, Japan, Mongolia, India, Russia, Germany, France, United Kingdom

Recent Publications:

- n.d. "The Radial Heavens: Space and Time in the Xuanhua Liao Tombs." In *Designing Space in Premodern China*, ed. Garret Olberding. In preparation.
- 2016 "Filial Piety in the Dharma Realm." In *Orientations*. 73-81.

INFORMATION SCIENCE (School of Information Science)

HE, Daqing

Rank: Associate Professor (tenured)

Education: Ph.D., University of Edinburgh, 2001

Distinctions: Recipient of “EAGER” Grant from National Science Foundation, Principal Investigator (2010-2011); Recipient of Collaborative Research Grant from National Science Foundation (2007-2010), Recipient of the Award University of Pittsburgh Provost’s Faculty Diversity Seminar (2005)

Specialization: Information retrieval (monolingual and multilingual); adaptive information access and user modeling; interactive retrieval interface design; collaborative information access

IAS Courses Taught: Web Information Systems; Retrieving Information; Digital Libraries

% Effort, IAS Courses: 20%

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2013 “Comparing social tags with subject headings on annotating books: a study comparing the information science domain in English and Chinese”, *Journal of Information Science*.
- 2012 *A Study of Relevance Feedback Techniques in Interactive Multilingual Information Access* Library Hi Tech
- 2012 A Relevance Feedback based Query Translation Enhancement Technique in Cross Language Information Retrieval. *Journal of the China Society for Scientific and Technical Information*.
- 2012 “Guest Editorial: Multilinguality in digital libraries.” *The Electronic Library*.
- 2012 “Multilingual needs and expectations in digital libraries: a survey of academic users with different languages.” *The Electronic Library*.

WANG, Y. Ken

Title: Associate Professor, Director of Computer Information Systems and Technology Program, University of Pittsburgh at Bradford (tenured)

Education: Ph.D., Carson College of Business, 2008

Academic experience: Associate Professor, Director of Asian Collaborations, Chair of Academic Technology Committee, Member of Tenure Committee, Member of Academic Technology Committee, Member of Advisory Committee to the President on Diversity, Member of General Education Assessment Committee, member of International Advisory Committee, University of Pittsburgh at Bradford

Distinctions: International Conference on Information Systems 2007, Graduate School Research Travel Grant 2006, Bao Steel Scholarship, 1996.

Specialization: Information Systems Use and Continuance, Human Computer Interaction, Business Data Analytics, New Media and Education, Legal Issues in Cross-Cultural Business Practices

Language proficiencies: Mandarin Chinese (5)

Overseas experience: China

Recent Publications:

- 2017 “Development and Testing of an Intelligent Pain Management System (IPMS) on Smart Phone by a Randomized Trial among Chinese Cancer Patients: A New Approach in Cancer Pain Management.” With Y. Sun et al. In *JMIR mHealth and uHealth*, 5(7).
- 2017 “An Experimental Study of Online Chatting and Notetaking Techniques on College Students’ Classroom Cognitive Learning.” With F. Wei and W. Fass. *Computers in Human Behavior*, vol. 34. 148-156.

LAW (School of Law)

BRAND, Ronald

Rank: Professor (tenured)

Education: J.D., Cornell University, 1977

Academic Experience: Academic Director, Center for International Legal Education, University of Pittsburgh (2015-present); Chancellor Mark A. Nordenberg University Professor, University of Pittsburgh (2011-present)

Distinctions: Doctor Juris Honoris Causa, University of Augsburg (2011); ABA Section of International Law, Leonard J. Theberge Award for Private International Law (2011); Chancellors Distinguished Publish Service Award (2003)

Specialization: Global harmonization of private international law, international dispute settlement, rule of law programs

IAS Courses Taught: International Business Transactions, International Commercial Arbitration

% Effort, IAS Courses: 10%

Language Proficiencies: German (2)

Overseas Experience: Belgium, Germany, Italy, Serbia, Kosovo, Ukraine, Bahrain, Oman, UAE, Croatia, Kenya, Israel/Palestine, Qatar, Bosnia and Herzegovina, the Netherlands, Lebanon, China, Korea

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- 2017 *Fundamentals of International Business Transactions, Vol. I and II* (7th edition, CILE)
- 2014 *Transaction Planning Using Rules of Jurisdiction and the Recognition and Enforcement of Judgments, Hague Academy Collected Courses* (Hague Academy of International Law, Pocketbook Series)
- 2012 *Recognition and Enforcement of Foreign Judgments* (Federal Judicial Center International Litigation Guide)

CHEW, Pat K.

Rank: Judge J. Quint & Ann Salmon Chaired Professor (tenured)

Education: J.D. University of Texas, 1982

Distinctions: Distinguished Faculty Scholar (2001-2004, 2010-2013); Recipient of University Chancellor's Distinguished Teaching Award (2005); Aoiki Asian-American Jurisprudence Award inaugural recipient (2011)

Specialization: Interdisciplinary research on business, employment, race, and dispute resolution topics, including empirical work. Current project: Empirical study of Chinese arbitration cases.

IAS Courses Taught: Employment Law; Dispute Resolution Processes; Conflict and Culture; Torts; Corporate Law; Interdisciplinary Seminars

% Effort, IAS Courses: 25%

Recent Publications:

- 2018 "A Case of Motivated Cultural Cognition: Chinese International Business Arbitrations." *International Lawyer*.
- 2017 "Opening the Door to Chinese Arbitrations: An Empirical Analysis of CIETAC Cases 1990-2000." *Harvard Negotiation Law Review* 241.
- 2012 "Realism of Race in Judicial Decision - Making: An Empirical Analysis by Plaintiffs' Race and Judges' Race," *Harvard Journal of Racial & Ethnic Justice* (coauthored with Robert Kelley).
- 2005 "The Rule of Law: China's Skepticism and the Rule of People," *Ohio State Journal on Dispute Resolution* 43.

LINGUISTICS

HAN, Na-Rae

Rank: Instructor (non-tenure track)

Education: Ph.D., University of Pennsylvania, 2006

Academic Experience: Lecturer, Department of Linguistics, University of Pittsburgh (2009-present); Director, Robert Henderson Language Media Center, University of Pittsburgh (2009-present); Research Professor, Electronic Humanities Group, Institute of Korean Culture, Korea University (2007-2009)

Distinctions: IRCS Fellow, Institute for Research in Cognitive Science, University of Pennsylvania (2001-2002); Woosan Fellow, Woosan Foundation, Korea (1995-1997)

Specialization: Computational linguistics, corpus linguistics

IAS Courses Taught: Introduction to Linguistics

% Effort, IAS Courses: 10%

Language Proficiencies: Korean (5), Japanese (4)

Overseas Experience: South Korea

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2017 "Coping with construals in broad-coverage semantic annotation of adpositions," with Jena D. Hwang, Archana Bhatia, Tim OGorman, Vivek Srikumar, and Nathan Schneider. AAAI Spring Symposium on Construction Grammar and NLU.
- 2013 "Tracking the development of lexical diversity in intensive English program students in the US," with Alan Juffs and Joseph Petrich. *Proceedings of the 2013 Annual Meeting of AAAL (American Association for Applied Linguistics)*.
- 2009 "Developing a Model for English Preposition Errors Using a Learner Corpus," with Soo-Hwa Lee. In Korean. *Korean Journal of Linguistics*, 53(1).

JUFFS, Alan

Rank: Professor (tenured)

Education: Ph.D., McGill University, 1994

Academic Experience: Director, English Language Institute, University of Pittsburgh (1998-present)

Distinctions: Recipient of grant from National Science Council of Taiwan (in progress); Recipient of grants from National Science Foundation (2010-2015); Recipient of 2012 College of General Studies, Student Choice Teaching Award for excellence in undergraduate teaching; Recipient of Provost's Award for Excellence in Mentoring

Specialization: Applied linguistics; psycholinguistics; teaching English as a second language, Chinese linguistics

IAS Courses Taught: Approaches and Methods in Second Language Learning; Second Language Acquisition; Syntactic Theory; Research Methods in Applied Linguistics and Sociolinguistics; Seminar: Special Topics in Applied Linguistics

% Effort, IAS Courses: 25%

Language Proficiencies: Mandarin Chinese (3), French (4), German (3), Japanese (1)

Overseas Experience: China, Taiwan

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- 2016 *Sentence Processing Research in Second Language Acquisition*. With G.A. Rodríguez. Volume in the series *Cognition and Second Language Acquisition*, edited by Peter Robinson, published by Routledge/Taylor - Francis, Inc.
- 2014 "Sociocultural influences on the use of a web-based tool in learning English vocabulary." *System* 42, pp. 48-59.
- 2013 "Information Retrieval for Reading Tutors." In C. Chapelle, (Ed.), *The Encyclopedia of Applied Linguistics*. New York: Cambridge University Press.
- 2011 "Native and Non-Native Processing of Morphologically Complex English Words." In *Selected Proceedings of the 2010 Second Language Acquisition Research Forum*. 125-142. ed. Gisela Granena et al., Somerville, MA: Cascadilla

PARK, Karen – NEW in 2015

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of Oxford, 2012

Academic Experience: Research collaborator, Smithsonian Museum of Natural History (2013-2016); Global Projects Manager, Council of American Overseas Research Centers

Specialization: Ethnobiology/Eco-Linguistics; Anthropological Linguistics/Sociolinguistics; Language Documentation; Language Variation and Change; Austronesian Languages; Generative Syntax

% Effort, IAS Courses: 20%

Language Proficiencies: Fijian (4), French (3), Mandarin Chinese (2), Spanish (1)

Overseas Experience: Fiji, China, England

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

2013 “Reflexive Marking in Fijian.” *Studies in Language*.

2012 “Dialect Choice in Fiji: A variationist approach to language change in the South Pacific,” in Gunther De Vogelaer and Guido Seiler (eds.) *The Dialect Laboratory: Dialects as a testing ground for theories of language change*. Amsterdam: John Benjamins.

2008 “Evidence of a Fijian Reflexive and its Implications in Anaphoric Binding Theory.” *University of Wisconsin SLO Working Papers in Linguistics*, Vol. 8: Proceedings of WIGL 6.

MEDICINE

XIA, Yaqin

Rank: Assistant Professor (tenure track)

Education: MD, University of Pittsburgh, 2005

Academic Experience: Assistant Professor, Family and Community Medicine, Penn State college of Medicine(2012-present); Assistant Professor, Department of Family Medicine, University of Pittsburgh School of Medicine (2005-present)

Specialization: Family Medicine, Geriatric Medicine, Gynecology, Obstetrics, Evidence Based Medicine, Preventative Medicine, Medical Education

Language Proficiencies: Mandarin Chinese (5), Cantonese Chinese (5)

Overseas Experience: China

MUSIC

YYYAGARI, Shalini

Rank: Assistant Professor (tenure track)

Education: Ph.D., University of California Berkeley, 2009

Academic Experience: Assistant Professor, Department of Music, University of Pittsburgh (2015-present); Assistant Professor, Department of Performing Arts, American University (2011-2015); Mellon Postdoctoral Fellow in the Humanities (2009-2011)

Distinctions: American Institute of Indian Studies Fellowship (\$20,000, 2017); Initiative to Promote Scholarship in the Humanities (\$9270, 2016)

Specialization: Ethnomusicology, Music of South Asia, Rajasthani music, Islam, ethnographic field methods, documentary filmmaking, Bollywood film

IAS Courses Taught: Music and Ethnographic Film; Bollywood and Beyond: Music in South Asia; Introduction to World Music; Global and Popular Music

% Effort, IAS Courses: 75%

Language Proficiencies: Hindi (4); Urdu (3); Marwari (2)

Overseas Experience: India

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- n.d. "Music and NGOs: Musical Sustainability and Cultural Change in Rajasthan, India." In *Music and Dance as Everyday Life in South Asia*, forthcoming. Ed. Sarah Morelli and Zoe Sherinaian.
- n.d. "Desert Desires: Landscape as Liminal Frontier in Bollywood Song Sequences." In *Music of Contemporary Indian Film*, forthcoming from Routledge. Ed. Jayson Beaster-Jones and Natalie Sarazin.
- 2013 "At Home in the Studio: The Sound of Manganiyar Music Going Popular." In *More than Bollywood: Studies in Indian Popular Music*. Eds. Bradley Shope and Gregory Booth. Oxford University Press.

WEINTRAUB, Andrew N.

Rank: Professor (tenured)

Education: Ph.D., University of California, Berkeley, 1997

Distinctions: Recipient of Global Academic Partnership grant for "Voices of Asian Modernities" conference (2014); Visiting Fellow, Royal Netherlands Institute of Southeast Asian and Caribbean Studies (2012); Fulbright Specialists Grant in Anthropology, Makerere University, Uganda (2010-2011)

Specialization: Music and Cultures of Southeast Asia Indonesia Popular music and culture Sunda

IAS Courses Taught: Introduction to Ethnomusicology; Advanced Methods in Cultural Theory & Musical Practice; Study of Popular Music; Music & Communication; Music & Islam in Southeast Asia; Music & Post-colonialism; Introduction to Music Cultures of the World; Music of Southeast Asia; Gamelan Ensemble

% Effort, IAS Courses: 75%

Language Proficiencies: Indonesian (5), Sundanese (4), Dutch (3)

Overseas Experience: Indonesia, Malaysia, Uganda, China, France, The Netherlands, Singapore

Dissertation and theses supervised in past 5 years: 9

Recent Publications:

- 2017 *Vamping the Stage: Female Voices of Asian Modernities* (co-editor with Bart Barendregt). Honolulu: University of Hawaii Press.
- 2014 "Pop Goes Melayu: Indonesian Popular Music, 1968-1975." In *Sonic Modernities*. Ed. Bart Barendregt. Leiden: Brill Press.
- 2013 "The Sound and Spectacle of Dangdut Koplo: Genre and Counter-Genre in East Java, Indonesia." *Asian Music*.
- 2012 "The Audible Future: Reimagining the Role of Sound Archives and Sound Repatriation in Uganda." [co-authored with Sylvia Nannyonga-Tamusuza]. *Ethnomusicology*.

NURSING

GREENE, W. Brian

Rank: Adjunct Lecturer (non tenure track); Director for International Affairs (School of Nursing)

Education: EdD, University of Pittsburgh, 2017

Academic Experience: Director for International Affairs, School of Nursing, University of Pittsburgh (2017-present); Scientific Editor and Writer, School of Nursing, University of Pittsburgh (2013-2017); Education Consultant, Guanwen Written Solutions Academic Editing (2014-present)

Specialization: International comparative education; Sino-U.S. nursing education and practice; Healthcare in Asia; ESL/EFL pedagogy; Incidental learning; Second language acquisition; Academic writing and composition in nursing

IAS Courses Taught: Sino-US BSN Exchange: Nursing Role and Clinical Judgment (Independent study)

% Effort, IAS Courses: 50%

Language Proficiencies: Mandarin Chinese (4)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. "Current continuing nursing education among Beijing nurses: A cross-sectional study." With Y. Wang et al. *The Journal of Continuing Education in Nursing*. In press.
- 2017 "Facilitators and barriers to using physical activity smartphone apps among Chinese patients with chronic diseases." With L. Sun et al. In *BMC Medical Informatics and Decision Making*, 17(44). 1-10.
- 2015 "Beyond one term of mentoring: A new approach to the research mentorship of undergraduate students." With J. Kitutu et al. In *International Journal of Nursing Sciences*, 3(1). 63-70.

REN, Dianxu

Rank: Associate Professor (tenured)

Education: Ph.D., University of Pittsburgh, 2005

Academic Experience: Associate Professor and Associate Director for Statistical Support Services, Center for Research and Evaluation (CRE), School of Nursing, University of Pittsburgh, 2013-present

Distinctions: Dean's Distinguished Teaching Award, School of Nursing, University of Pittsburgh (2014-2015)

Overseas Experience: China

Recent Publications:

- n.d. "Group-based Trajectory Analysis of Emotional Symptoms Among Survivors After Severe Traumatic Brain Injury." With J. Fan et al. In *Journal of Head Trauma Rehabilitation*. In press.
- 2016 "Scripting Nurse Communication to Improve Sepsis Care." With DM. Drahnak et al. In *Medsurg Nursing* 25(4). 233-239.

PHARMACY

XIE, Xiang-Qun

Rank: Professor (tenured)

Education: Ph.D., University of Connecticut, 1993

Academic Experience: Associate Dean for Research Innovation, School of Pharmacy, University of Pittsburgh; Professor of Pharmaceutical Sciences, Drug Discovery Institute, University of Pittsburgh; PI of Innovation Discovery Laboratory, University of Pittsburgh

Specialization: Big-data disease-specific databases, mixed augmented reality/virtual reality tools for pharmaceutical use

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China

POLITICAL SCIENCE

DING, Yue

Rank: Assistant Professor (tenure track)

Education: Ph.D., Harvard University, 2016

Academic Experience: Assistant Professor of Political Science, University of Pittsburgh (2016-present)

Distinctions: Social Science Research Initiative, University of Pittsburgh (\$35,300, 2017); Dietrich School Faculty Research and Scholarship Program, University of Pittsburgh (\$9,500, 2017)

Specialization: Global and local environmental politics and governance; political economy of development; Chinese politics; politics of authoritarian regimes; politics of post-socialist regimes; social psychology

IAS Courses Taught: Government and Politics of Modern China; Authoritarian Statecraft and the Arts of Resistance

% Effort, IAS Courses: 75%

Language Proficiencies: Mandarin Chinese (5); Polish (3); Vietnamese (2)

Overseas Experience: China, Poland, Hungary, Vietnam

Dissertation and theses supervised in past 5 years: 0

Recent Publications:

- 2017 "'Right' Choice: Restorative Nationalism and Right-wing Populism and Central and Eastern Europe" (with Marek Hlavac). *Chinese Political Science Review* 2 (427-444)
- 2017 "Environmental Governance in China: State, Society, and Market" (with Jesse Turiel and John Liu). *Governance and Public policy in China*.

MAROLDA, Gemma

Rank: Lecturer (non-tenure track)

Education: Ph.D., University of Maryland, College Park, 1994

Academic Experience: Visiting Fellow, Centre for European Studies, and Visiting Professor, Interdisciplinary Department of European Studies and Global Studies Program, Chulalongkorn University, Thailand (2009-2012); Adjunct Professor, Graduate School of Public and International Affairs, University of Pittsburgh (1999-2008)

Distinctions: Pew Charitable Trusts Research Grant; J.D. and C.T. MacArthur Fellowship

Specialization: European Union; ASEAN; EU-ASEAN relations; EU foreign and security policy; international organizations; regionalism in Southeast Asia; human security; global security; migration and human trafficking

IAS Courses Taught: Government and Politics of Southeast Asia; The Politics of the European Union; EU Capstone Seminar: European Union Foreign and Security Policy; International Organizations; Theories of International Relations; Topics in IR: The European Union's Presence in the Asia-Pacific

% Effort, IAS Courses: 100%

Language Proficiencies: Italian (5), French (2)

Overseas Experience: Thailand, Italy, Japan

Recent Publications:

- n.d. "Peace and Security in Southeast Asia: The Limits of EU-ASEAN Inter-Regional Dialogue." *CES Journal*. Forthcoming.
- n.d. Book review of *The European Development Cooperation Policy towards Vietnam (1990s-2000s): A Case Study of Constructivist Foreign Policy Analysis* by Piyapat Bennag. *CES Journal*. Forthcoming.
- 2011 "European Perspectives on Dis-Integration: A View from Academia," in *Coping with Dis-Integration: From the Perspectives of Local to Global* (Chulalongkorn University International Conference on Integration and Dis-Integration in the World, Bangkok, Thailand, 13-14 Sept. 2010). Bangkok: Chulalongkorn University, 2011.

SHIMIZU, Kaoru (Kay)

Rank: Assistant Professor (non-tenure track)

Education: Ph.D., Stanford University, 2009

Academic Experience: University of Pittsburgh Department of Political Science, Research Assistant Professor (2015-present); Waseda University Department of Political Science, Visiting Faculty (2015-2016); Columbia University Department of Political Science, Assistant Professor (2008-2018)

Distinctions: SSRC Abe Fellowship (\$100,000, 2015); University of Pittsburgh Japan Council Research Grant (\$10,000, 2017); University of Pittsburgh Korea Council Research Grant (\$1000, 2017); University of Pittsburgh China Council Research Grant (\$1000, 2017)

Specialization: Political Economy of East Asia; Japanese Politics; Chinese Politics

IAS Courses Taught: Chinese Political Economy; East Asia Since 1950; Food, Land, and Sustainability in East Asia

% Effort, IAS Courses: 80%

Language Proficiencies: Japanese (5), Mandarin Chinese (4), French (3)

Overseas Experience: Japan, China, South Korea

Recent Publications:

- 2018 "One County, Many Townships." In *Authoritarian Resilience: Zouping County*, edited by Steven Goldstein and Jean C. Oi. Stanford University.
- 2016 "Japanese Farmers in Flux: The Domestic Sources of Agricultural Reform." With Patricia Maclachlan. In *Asian Survey*, 56(3).
- 2013 "The Survival of Regional Banks and Small and Medium Enterprises: Maintaining Low Unemployment under Economic Stress." In *Syncretism: The Politics of Economic Restructuring and Political Reform in Japan*. Ed. Kenji Kushida, Kay Shimizu, and Jean C. Oi. 147-172.

PSYCHOLOGY

FRIEZE, Irene Hanson

Rank: Professor (tenured, emeritus)

Education: Ph.D., University of California at Los Angeles, 1973

Academic experience: Professor of Psychology; Business Administration; and Gender, Sexuality, and Women's Studies, University of Pittsburgh (1985-2016)

Distinctions: Denmark-Grunewald Award for Feminist Research and Service, International Congress of Psychology, 2017; YWCA Greater Pittsburgh's Tribute to Women Leadership Award in Education, 2016; Fellow for APA Division 1 2016

Specialization: Violence and Victimization, Attitudes about Work and Gender Roles in Central/Eastern Europe and Asia, Psychological Factors in Migration Decisions, Cross-cultural comparisons of Gender and Career Motivation

Overseas experience: Poland, Slovakia, Slovenia

Recent Publications:

- 2016 "Developing civic engagement in university education: Predicting current and future engagement in community services." With M. Li. In *Social Psychology of Education*.
- 2014 "Stay or go? A path model of highly educated individuals' migration desires." With M. Li and J. Cheong. In *Journal of behavioral Sciences* 24, 1-17.

PUBLIC HEALTH (Graduate School)

BUNKER, Clareann Hess

Title: Adjunct Professor (non-tenure track)

Education: Ph.D., University of Pittsburgh, 1984

Academic experience: Faculty Member at Johns Hopkins School of Medicine and the Jackson Laboratory, Instructor at Graduate School of Public Health, University of Pittsburgh.

Distinctions: Special Commendation for Excellent Research, Caribbean Public Health Agency (2013), Distinguished Alumni Award, Graduate School of Public Health, University of Pittsburgh (2010), First Award, IH (1988)

Number of dissertations and/or theses supervised in the past five years: 16

KUMAR, Supriya

Rank: Research Assistant Professor (non-tenure track)

Education: Ph.D., Carnegie Mellon University, 2005

Distinctions: Recipient of Models of Infectious Disease Agent Study pilot grant (2011-2012); recipient of Kellogg Health Scholars Program affiliate fellowship (2009-2010); recipient of Bernard D. Goldstein Student Award in Environmental Health Disparities and in Public Health Practice (2009)

Specialization: Implementation of health-enabling policies; impact of the interaction between the social and policy environments on health behaviors and health disparities

% Effort, IAS Courses: 10%

Language Proficiencies: Hindi (3), Marathi (2)

Overseas Experience: India

Recent Publications:

- 2013 "Policies to reduce influenza in the workplace: Impact assessments using an agent-based model." *American Journal of Public Health* 103, pp. 1406-1411.
- 2012 "It's a long, long walk: accessibility to hospitals, maternity and integrated health centers in Niger." *International Journal of Health Geographics* 11:24.
- 2012 "US public support for global vaccine donations during the 2009 H1N1 Pandemic." *PLoS ONE* 7(3): e33025.
- 2012 "The impact of workplace policies and other social factors on self-reported influenza-like illness incidence during the 2009 H1N1 Pandemic." *American Journal of Public Health* 102, pp.134-140.

PICKETT, Jessica

Rank: Instructor (non-tenure track) and Director of Research and Global Programs

Education: Ph.D., University of Pennsylvania, 2016

Academic Experience: Director of Research and Global Programs, Global Studies Center, University of Pittsburgh (2016-present)

Distinctions: The World Bank: Coordinated a randomized impact evaluation of social accountability and performance-based incentives to improve primary healthcare in rural Uttar Pradesh (with Duke University). Delhi (2013)

Specialization: Global health economics and development policy, with a focus on primary care in South Asia

Language Proficiencies: French (4); Russian (3); Tajik (4); Arabic (1)

Overseas Experience: India, Switzerland, Morocco, Tajikistan.

Recent Publications:

- 2014 "Primary Care at What Price?" CASI India Political Economy Workshop, University of Pennsylvania.
- 2015 Pickett, Jessica and Anuradha Katyal. "Systematic Review of Health Financing Reforms & Evaluations in India, 2005-2014." Working Paper. ACCESS Health International.
- 2014 Sen, Aditi, Jessica Pickett and Lawton Robert Burns. "The Health Insurance Sector in India: History and Opportunities." *India's Healthcare Industry: Innovation in Delivery, Financing, and Manufacturing*. Cambridge University Press.

PUBLIC & INTERNATIONAL AFFAIRS (Graduate School)

COMFORT, Louise K.

Rank: Professor (tenured, emerita)

Education: Ph.D., Yale University, 1975

Academic Experience: Director, Center for Disaster Management, University of Pittsburgh (2009-2017)

Distinctions: Recipient of NSF grant for Natural Disasters and the Sociotechnical Foundations of Government (2017); Recipient of MITRE Grant for “Real-time robust decision making during emergency operations” (2011); Recipient of NSF RAPID Grant for “Networks in Transition from Response to Recovery following the Haiti Earthquake” (2010)

Specialization: Organizational theory and design; organizational analysis; disaster management; organizational dynamics and change processes; policy design and implementation; public policy analysis; public management; information technology

IAS Courses Taught: Complex, Adaptive Systems; Multivariate and Network Analysis; Systems Thinking and Public Policy; Policy Analysis; Policy Design and Implementation; Advanced Information Technology and Public Management; Managing Threats, Emergencies and Disasters

% Effort, IAS Courses: 35%

Language Proficiencies: German (3), Spanish (3), French (2), Italian (2), Japanese (2)

Overseas Experience: Japan, China, Indonesia, Thailand, India, Haiti

Dissertation and theses supervised in past 5 years: 12

Recent Publications:

- n.d. *The Dynamics of Risk: Changing Technologies, Complex Systems, and Collective Action*. Princeton: Princeton University Press. Forthcoming in 2018.
- 2017 “Scalability and Sustainability in Uncertain Environments: Transition to Recovery from the 2015 Gorkha, Nepal Earthquakes” in *Earthquake Spectra*, 33(S1), p358-401.
- 2011 Resilience, Entropy, and Efficiency in Crisis Management: The January 12, 2010 Haiti Earthquake. In U. Rosenthal et al. *Megacrisis*. Springfield, IL, Charles C. Thomas, Publisher.
- 2011 Transition from Response to Recovery: A Knowledge Commons to Support Decision Making following the January 12, 2010 Haiti Earthquake. Special Issue on January 12, 2010 Haiti Earthquake. *Earthquake Spectra*.

FINKEL, Müge Kökten

Rank: Assistant Professor (non-tenure track)

Education: Ph.D., University of Virginia, 2002

Distinctions: Recipient of Global Studies Center Faculty Research Grant (2011); Recipient of University of Pittsburgh Hewlett-International Faculty Grant (2011); Recipient of University of Pittsburgh Center for Russian and East European Studies (REES) Small Grant (2011)

Specialization: Comparative politics; social policy; East Asia; Japan

IAS Courses Taught: Gender and Development; Global Governance; Poverty and Human Development; Poverty and Global Economy; Social Policy and Development in International Organizations; Japanese Government and Politics, Capstone: Program Design and Evaluation

% Effort, IAS Courses: 75%

Language Proficiencies: Turkish (5); Japanese (3); German (3); French (2)

Overseas Experience: Turkey, Japan

Dissertation and theses supervised in past 5 years: 16

Recent Publications:

- 2008 “What Makes a Camp Safe: the Protection of Children from Abduction in Internally Displaced Persons and Refugee Camps”, Co-authored with Simon Reich, Ford institute for Human Security, University of Pittsburgh
- 2006 “Community Driven Development: Problems of Operationalization in the Middle East and North Africa Region”, Co-authored with Knut Opsal, MNA Regional Working Paper Series, the World Bank
- 2006 “Voices of the Youth: Background Papers and Country Case Studies from Egypt, United Arab Emirates and Yemen” for the WDR 2007: Development and the Next Generation. World Bank.

MURTAZASHVILI, Jennifer Brick

Rank: Associate Professor (tenured)

Education: Ph.D., University of Wisconsin–Madison, 2009

Distinctions: Recipient of grant (\$20,000) from Democracy International/United States Agency for International Development (USAID) (2011-2012); grants and fellowships from USAID and government of Tajikistan for original research project “Local Governance in Tajikistan” (2012-2015)

Specialization: Political Economy of Development; Politics of Central and South Asia; Politics of the Former Soviet Union; Afghanistan; State Building; Informal Institutions and Customary Governance; Political Islam

IAS Courses Taught: Politics of Central Asia; State-Building; Institutions and Development; Qualitative Research Methods; Political Islam; Global Governance; Post-Conflict Reconstruction; Administration of Public Affairs

% Effort, IAS Courses: 40%

Language Proficiencies: Dari/Tajiki/Persian (4), Russian (5), Uzbek (4), Turkish (2)

Overseas Experience: Afghanistan, Kazakhstan, Kyrgyzstan, Pakistan, Russia, Tajikistan, Turkey, Uzbekistan

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- n.d. “Bad Medicine: Understanding Perceptions of the Role of State in Society in Rural Afghanistan,” in *Central Asian Affairs*. Forthcoming.
- 2012 “Colored by Revolution: The Political Economy of Autocratic Stability in Uzbekistan.” *Democratization*
- 2012 “Soviet Union in Central Asia,” in *Volume 4: Cultural Sociology of West, Central, and South Asia; Part 3, 1900 to Present: Soviet Union in Central Asia*
- 2012 “Osama bin Laden,” in *Volume 4: Cultural Sociology of West, Central, and South Asia; Part 3, 1900 to Present: Soviet Union in Central Asia*
- 2012 *Survey on Political Institutions, Elections, and Democracy in Afghanistan*. United States Agency for International Development (Democracy International), Washington, DC

WILLIAMS, Phil

Rank: Professor (tenured)

Education: Ph.D., University of Southampton, 1988

Academic Experience: Visiting Professor at the Strategic Studies Institute, U.S. Army War College; Visiting Scientist at CERT (Computer Emergency Response Team), Carnegie Mellon University

Distinctions: Primary Investigator on subcontract with START (University of Maryland)/DNDO (Domestic Nuclear Detection Office): Transnational Criminal Organizations, Terrorists and Illicit Radiological/Nuclear (RN) Materials: Exploring a Central American Nexus for \$99,342 (2010 – 2011)

Recent Publications:

- 2012 “The Terrorism Debate Over Mexican Drug Trafficking Violence” in *Terrorism and Political Violence*, Vol. 24, No. 2; Special Issue: Intersections of Crime and Terror.
- 2010 “Organized Crime in Iraq: Strategic Surprise and Lessons for Future Contingencies.” *Prism* Vol 1 No. 2, pp. 47-68.
- 2010 “Afterword: criminal violence in Mexico – a dissenting analysis”, with Paul Kan, *Small Wars & Insurgencies*, Vol. 21, No. 1, (Special Issue: Narcos Over the Border: Gangs, Cartels, Mercenaries and the Invasion of America).
- 2009 “Organized Crime and Corruption in Iraq,” in *International Peacekeeping: Special Issue on Organized Crime and Peace Operations*, Volume 16, Issue 1, Pages 115 – 135.
- 2009 “Illicit Markets, Weak States and Violence: Mexico and Iraq,” in *Special Issue of Law Crime and Social Change* Volume 52, Number 3, pp. 323-336.

RELIGIOUS STUDIES

BAKIC-HAYDEN, Milica

Rank: Lecturer (non-tenure track)

Education: Ph.D., University of Chicago, 1997

Distinctions: Board member, North American Society for Serbian Studies (2010 to date); President of the North American Association of Serbian Studies (2008)

Specialization: Religion and society in the Balkans and South Asia; topics in comparative religion

IAS Courses Taught: Eastern Orthodoxy; Mysticism East and West; Saints East and West; Religions of India I; Religions of India II: Storytelling as a Religious Form; History of Christian-Muslim Relations

% Effort, IAS Courses: 30%

Recent Publications:

- Forthcoming "Religion and Religious Authority in the Age of Secularism and Globalization: Some Implications for the Balkans" in *Bulletin of the Institute of Ethnography of the Serbian Academy of Sciences and Arts*.
- 2011 Executive "Empires are Us: Identifying with Differences," in *Images of Imperial Legacy: Modern Discourses on the Social and Cultural Impact of Ottoman and Habsburg Rule in Southeast Europe*, edited by Tea Sindbaek and Maximilian Hartmuth, Berlin: LIT Verlag.
- 2010 "St. Sava and the Power(s) of Spiritual Authority," *Serbian Studies* 24.1-2: 49-62.
- 2009 "Teoloska antropologija zene: pravoslavna perspektiva" ("Theological Anthropology of Woman: An Orthodox Perspective") in *I vjernice i gradjanke* (Women as Believers and Citizens), edited by Zilka Spahic-Siljak and Rebeka Anic, Sarajevo: TPO Foundation.

CHILSON, Clark

Rank: Associate Professor (tenured)

Education: Ph.D., Lancaster University (UK), 2004

Academic Experience: Associate Editor for the *Japanese Journal of Religious Studies* and *Asian Folklore Studies*, Nanzan University (1998–2003)

Distinctions: Recipient of Japanese Studies Faculty Research Grant, Asian Studies Center (2013, 2014, 2015, 2017); Recipient of grant from Toshiba International Foundation (2010); Recipient of grants from Lilly Endowment (2008-2009)

Specialization: Japanese religion and culture

IAS Courses Taught: Ethnography and the Study of Religion; Japanese Religious Traditions; Japanese Popular Religion, Religion in Asia, Religion and Culture in East Asia, Popular Religion in a Changing Japan, Buddhist Lives, Buddhism and Psychology

% Effort, IAS Courses: 80%

Language Proficiencies: Japanese (4)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 18

Recent Publications:

- 2017 "The Meaning of Life in Medicine: Nonreligious Spiritual Care in Japan." *European Journal for Person Centered Healthcare* 2017(5), 527-533.
- 2014 *Secrecy's Power: The Conflicting Consequence of Concealment for Covert Shin Buddhists in Japan*, University of Hawai'i Press
- 2012 "Preaching as Performance: Notes on a Secretive Shin Buddhist Sermon." In *Studying Buddhism in Practice*, edited by John Harding, pp. 142–153. London: Routledge.
- 2012 "Searching for a Place to Sit: Buddhism in Modern Japan." In *Buddhism in the Modern World*, edited by David L. McMahan, pp. 49–68. London: Routledge.
- 2010 "A Religion in Death Throes: How Secrecy Undermines the Survival of a Crypto Shin Buddhist Tradition in Japan Today." *Religion Compass*.
- 2007 "Eulogizing Kūya as More than a Nenbutsu Practitioner: A Study and Translation of the Kūyarui." *Japanese Journal of Religious Studies* 34: 305–327.

SOCIOLOGY

HASHIMOTO, Akiko

Rank: Associate Professor (tenure, emerita)

Education: Ph.D., Yale University, 1984

Distinctions: Recipient of UCIS Curriculum Development Grant (2013-14); Recipient of Toshiba International Foundation Grant (2008)

Specialization: Global and comparative sociology; cultural sociology; qualitative methods; cultural identity; national memory, family, aging, education, media, and policy; popular culture; manga; war and peace; Japan; East Asia; Western Europe; North America

IAS Courses Taught: Culture and Power; Collective Memory; Global and Comparative Sociology; National Identity in the Global World; Comparative Research; Qualitative Research; Qualitative Methods; Research Design; Cultural Sociology; Introduction to Global and Comparative Sociology; Global Perspectives on Popular Culture; Popular Culture in Japan; Japan-U.S.A. Relations; Japanese Society

% Effort, IAS Courses: 50%

Language Proficiencies: Japanese (5), German (3)

Overseas Experience: Japan, Germany

Dissertation and theses supervised in past 5 years: 13

Recent Publications:

- 2014 "Memory," in *Encyclopedia of Global Studies*, edited by Mark Juergensmeyer and Helmut Anheier. London: Sage.
- 2014 Book Review: *Pop Culture and the Everyday in Japan: Sociological Perspectives* by Katsuya Minamida and Izumi Tsuji. *Journal of Japanese Studies*, 2014 (40)1, pp. 221-224.
- 2012 "National and Cultural Identity," "Family and Aging," "War Memory," and "Popular Culture and Manga," in *Japan: Places, Images, Times, and Transformations*, Multimedia Web Curriculum Project edited by Japan Studies Faculty. Asian Studies Center, University of Pittsburgh, funded by the National Endowment for the Humanities.
- 2011 "Divided Memories, Contested Histories: The Shifting Landscape in Japan" in *Cultures and Globalization: Heritage, Memory & Identity* (Series Vol.4), edited by Helmut Anheier and Yudhishthir Raj Isar. London: Sage.

SINGH, Vijai P.

Rank: Professor (tenured); Vice Chancellor

Education: Ph.D., University of Wisconsin, Madison, 1970

Specialization: Sociology of science; inequality; scientific innovations and economic transformation; urban policy; comparative study of the processes of production of scientific knowledge in the U.S. and Western Europe, and the role of political, economic, and social institutions; sustainable development, poverty, and economic policies at federal and local levels in India

IAS Courses Taught: Introduction to Sociology; Social Problems; Marriage and Family; Social Stratification; Planning and Policy; Population; Statistics; Demography; Comparative Sociology; Comparative Sociological Methodology; Modernization; Survey Research

% Effort, IAS Courses: 35%

Language Proficiencies: Hindi (5)

Overseas Experience: India, Japan, Germany, Italy

STATISTICS

CHENG, Yu

Title: Associate Professor (tenured)

Education: Ph.D., University of Wisconsin-Madison, 2006

Academic experience: Graduate Director, Department of Statistics, University of Pittsburgh (2016-present); Associate Professor, Department of Statistics, University of Pittsburgh (2013-present)

Distinctions: President, American Statistical Association Pittsburgh Chapter (2014-2015), ENAR New Researcher Travel Grant (2008), IMS New Researcher Travel Grant (2007)

Specialization: Dynamic treatment strategies and the sequential multiple assignment randomized trial, biomarker evaluation and risk screening, neuroimaging data analysis and brain network, association and regression analysis of multivariate competing risks data, quantile association analysis, classification and discriminant analysis, classification and discriminant analysis, applications to psychiatric studies and cystic fibrosis, adaptive design.

Language proficiencies: Mandarin Chinese (5)

Overseas experience: China, Spain, Singapore.

Number of dissertations and/or theses supervised in the past five years: 7

Recent Publications:

- 2016 "Noparametric association analysis of bivariate left-truncated competing risks data." With P.S. Shen, Z. Zhang, and H.C. Lai. In *Biometrical Journal* 58.
- 2016 "Overt and hidden bias in observational studies." In *American Journal of Psychiatry* 173. 807-815.

EAST ASIAN LIBRARY

GOOD, Hirovuki Nagahashi

Rank: Japanese Studies Librarian (tenured)

Education: MLIS, University of California Los Angeles, 2004; M.A. California State University, Long Beach, 1994

Academic Experience: Korean Studies Librarian (2018-present); Japanese Studies Librarian (2012-present); Japan Studies Bibliographer (2005-2012); Japanese Information Consultant, Japanese American National Museum (2000-2003)

Distinctions: Recipient of Mellon Foundation Council on East Asian Libraries Innovation Grant (2017); Recipient of NCC Multi-Volume Set Grants (2005, 2008, 2010, 2012, 2015, 2016, 2018); Recipient of ASC Japan Council Travel Grants (2010-2016); Recipient of University Library System Travel Grants (2010)

Specialization: Open access; digital resources; international scholarly communication; bibliography of Japanese studies; information literacy

% Effort, IAS: 100%

Language Proficiencies: Japanese (5), Chinese (3)

Overseas Experience: Japan, China

Recent Publications:

- 2017 「米国大学図書館における電子書籍サービス」 [Current Trends of eBook Services at Academic University Libraries in the United States of America], *情報の科学と技術 [Journal of Science and Technology Association]*. 67(1), 19-24. Co-author: Good, Kazuyo.
- 2012 "From the Chair of the Shashi Group." Essay from the editors on peer review and open access e-journal, in *Shashi: the Journal of Japanese Business and Company History*. University Library System, University of Pittsburgh
- 2012 "University Libraries are Changing to Encourage More Student Use." *Kagaku Forum* (Science Forum), Tokyo University of Science
- 2011 Japanese Company Histories Interest Group (Shashi Group) Current status of studies on Japanese company histories in North America. *Journal of Japan Special Libraries Association*

LIU, Yu-lien (Lotus)

Rank: Specialist IV, East Asian Library

Education: M.A., University of South Carolina, 1979

Specialization: East Asia Gateway Service (document delivery service for researchers in China and South Korea; www.library.pitt.edu/eal-gateway-service)

Language Proficiencies: Chinese (5)

ZHANG, Haihui

Rank: Head of East Asian Library and Chinese Studies Librarian (tenured)

Education: MLIS, Emporia State University, 1996

Academic Experience: Chinese Rare Book Cataloguer, Princeton University (1993-1998); Reference Librarian and Chinese Rare Book Cataloger, Renmin University Library, China (1982-1990)

Distinctions: Provost's Year of the Humanities Grant, University of Pittsburgh (2015) Hewlett International Small Grant, University Center for International Studies (2012)

Academic experience: Instructor, Council on East Asian Libraries (CEAL) workshop on Chinese local gazetteers (March, 2013); Instructor, CEAL webinar on Chinese Rare Book Cataloging (June, 2012)

Specialization: Chinese history and culture; China studies in North America

Language Proficiencies: Chinese (5)

Recent Publications:

- 2015 "The Flow Path of Scholarly Information in Chinese Studies," *The Journal of East Asian Libraries*, No. 160. With Shuyong Jiang.
- 2013 *A Scholarly Review of Chinese Studies in English of the Last Thirty Years*. With Zhaohui Xue, Shuyong Jiang, and Lance G. Lugar, ed. The Association for Asian Studies.
- 2011 *Comparative Experiences in American and Chinese Higher Education-Interviews with Prominent Chinese American Scholars* (interviewer and writer) Beijing: Renmin University Press.
- 2010 *Chinese Studies in North America* (Editor-in-Chief), Beijing: Zhonghua Book Company

ASIAN STUDIES CENTER STAFF

ALTER, Joseph

Title: Director; Professor of Anthropology

For complete profile, see pg. 7 (Project Director)

COOK, James Alexander

Title: Associate Director; Adjunct Associate Professor, Department of History

For complete profile, see pg. 41 (Department of History)

HERYFORD, Michele Ferrier

Title: Director, Confucius Institute

Education: Ph.D., University of Pittsburgh, 2018

Distinctions: Three-time award winner, Confucius Institute Director of the Year (2010, 2012); three-time Confucius Institute of the Year (2008, 2011, 2013); Association for Asian Studies Franklin R. Buchanan Prize for Curriculum Development winner (2003); Editorial Board: Education About Asia, Association for Asian Studies, 1998 – present

Specialization: Chinese language program development at the K-16 level

Language Proficiencies: Chinese (3)

Overseas Experience: China, Taiwan, Mongolia, Thailand, South Korea, Vietnam

Recent Publications:

2007 “An EAA Interview with Ambassador Alphonse F. La Porta,” *Education About Asia*, Vol. 12 No. 2.

2002 Editor: “Contemporary Chinese Societies: Continuity and Change” (Digital publication), with University of Pittsburgh China Studies Faculty, Columbia University Press.

1999 Book review of “Rose, Rose, I Love You,” *Education about Asia*, Vol. 4, No. 1.

HUGHES, Patrick

Title: Assistant to the Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site

Education: Ph.D., University of Pittsburgh, 2013

JACOBSON, Rachel

Title: Administrative Assistant, Asian Studies Center

Education: B.A., University of Pittsburgh, 2011

Language Proficiencies: Japanese (4); American Sign Language (1)

JORDAN, Brenda G.

Title: Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site

For complete profile, see pg. 21 (Dept. of East Asian Languages and Literatures)

+KAWARATANI, Lynn

Title: Assistant Director for Partnerships and Programming, Asian Studies Center

Education: M.Arch, University of California Berkeley, 1996

Language Proficiencies: Japanese (1), Korean (1)

Overseas Experience: South Korea

LUCK, Henry

Title: Financial Administrator, Asian Studies Center

Education: MS (Business Education), Robert Morris University, 1993

ROOK-KOEPSEL, Emily

Rank: Assistant Director for Academic Affairs, Asian Studies Center

Education: Ph.D., University of Minnesota, 2010

Academic Experience: Assistant Director for Academic Affairs, University of Pittsburgh, 2016-present; Assistant Professor University of Oklahoma 2011-2016, International and Area Studies

Distinctions: International Centre for Advanced Studies in the Humanities and Social Sciences Postdoctoral Fellowship (2016), William W. Talley, II Award for Teaching Excellence (2013), Florence Tan Moeson Fellowship Library of Congress (2012)

Specialization: South Asian History, Gender History, Colonial history, Postcolonialism

IAS Courses Taught: Gender and Global History

Language Proficiencies: Hindi, Urdu

Overseas Experience: India, Nepal, United Kingdom, France

Recent Publications:

- n.d. "Dissenting Against the Defence of India Rules: Extralegal Regulations and the Space of Extreme Government Action" *South Asia: Journal of South Asian Studies* (forthcoming)
- 2017 "Ghosts of Indian Unity: Difference, Diversity, and Violence" *Kairos: A Journal of Critical Symposium* Vol. 2 no. 1: 67-82.
- 2015 "Constructing Women's Citizenship: the Local, National, and Global Civics Lessons of Rajkumari Amrit Kaur" *Journal of Women's History* Vol. 27 no. 3: 154-175

WANG, Haixia

Rank: Program Coordinator of Confucius Institute (none tenure)

Education: PhD, University of Pittsburgh, 2017

Pedagogy Training: StarTalk training, Oral Proficiency Interview Training

Specialization: Teaching Chinese Language and Culture

Language Proficiencies: Chinese native

Overseas Experience: China, UK

Recent Publications:

- 2017 "Novice teachers' perceptions of cultural differences in Chinese language teaching." In *Pennsylvania Language Forum*. 87(1), 22-25.
- 2016 "From Confucian literati to military general: Li Hung Chang's views of Western technology (1885-1896)." In *Asian Culture and History*, 8(2), 155-159.
- 2014 "Cultural standards in foreign language teaching: An example from thematic unit on Chinese calligraphy." With G. Liu. *Teaching Chinese in International Contexts*, 7-11.

WOOD, Diana Marston

Title: Alumni Enrichment and Outreach Coordinator, National Consortium for Teaching about Asia (NCTA), Pittsburgh National Coordinating Site

Education: Ph.D., Carnegie Mellon University, 1975

Distinctions: Editorial Board: *Education about Asia*, Association for Asian Studies (1994 – present); Fulbright Fellowship, Taiwan (1986)

Language Proficiencies: Chinese (2)

Overseas Experience: China, Japan, Taiwan, South Korea

EAST ASIAN LANGUAGES AND LITERATURES, PART-TIME INSTRUCTORS

BANG, Soo Yong

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Korean 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

CHOI, Jungwon

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Korean 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

DEUTSCH, Yukiko Otani

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Japanese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

HU, Liuliu

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Chinese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5)

KIM, Soo-Jin

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Korean 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

LIANG, Di

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Chinese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5)

LIU, Don

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Chinese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Mandarin Chinese (5)

NINOMIYA, Chisato

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Japanese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

OH, Jiyeon

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Korean 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5)

RAMSEY, Chie Arai

Rank: Part-time language instructor (non-tenure track)

IAS Courses Taught: Japanese 1-3

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

PROJECT-AFFILIATED FACULTY

BERNSTEIN, Jeffrey

Affiliation: Vice President, Country Manager (China), University of Pittsburgh Medical Center International

Education: B.S. in Economics, University of Pennsylvania, 1992; presently studying in CLO Doctoral Program, Graduate School of Education, University of Pennsylvania

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China

Center Affiliation: Consultant, University of Pittsburgh China Hub

JOHNSON, Tina Phillips

Affiliation: Associate Professor, Department of History, and Director of Chinese Studies, Saint Vincent College (PA)

Education: Ph.D. University of Pittsburgh, 2006; presently studying for Master of Public Health, University of Pittsburgh, 2014

Language Proficiencies: Mandarin Chinese (4)

Overseas Experience: China

Center Affiliation: Head, Confucius Classroom at St. Vincent College; Collaborator on China public health initiatives and Chinese language certification with St. Vincent College Dept. of Education

LIU, Shiyung

Affiliation: Deputy-Director, Institute of Taiwan History, Academia Sinica

Education: Ph.D. University of Pittsburgh, 2000

Language Proficiencies: Japanese (4), Mandarin Chinese (5)

Overseas Experience: Japan, Taiwan, China

Center Affiliation: Collaborator on public health initiatives

SASHTI, Rajgopal

Affiliation: Director of International Program Development, Columbus State University (Georgia); Director of the Nine University and College International Studies Consortium of Georgia

Education: Master of Geography, University of Akron

Academic Experience: Director of International Education/The Nine University and College International Studies Consortium of Georgia (2014-present); Director of International Program Development, Southern Polytechnic State University (Georgia) (2009-2014); Associate Professor of Geography, Clayton State and Columbus State Universities, Georgia (1990-2008)

Distinctions: Recipient of three Fulbright Scholarships (to Germany, Japan and Brazil)

Overseas Experience: Japan, China, Taiwan, Hong Kong, Thailand, Malaysia, Singapore, Indonesia, Cambodia, Vietnam, India

Center Affiliation: Project organizer, Georgia State International Studies Consortium for faculty development in internationalizing curricula at state universities in Georgia

SCHWARTZ, Louis B.

Affiliation: President, China Solutions, LLC

Education: J.D., Johns Hopkins University, 1983

Academic Experience: Adjunct Assistant Professor, University of Pittsburgh School of Law

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China, Taiwan, Hong Kong

Center Affiliation: Research collaborator on Georgia State International Studies Consortium workshop series

SHI, Yaojiang

Affiliation: Professor, Center for Experimental Economics in Education (CEEE), Shaanxi Normal University

Education: Ph.D., Northwest University, Xi'an, 2002

Academic Experience: Professor, School of Economics and Management, Northwest University

Distinctions: Shaanxi Provincial Higher Education Humanities and Social Science Research Outstanding Achievement Award, First-Class, 2015; Outstanding Achievement Award of the 11th Humanities and Social Science Research of Shaanxi, 2014

Language Proficiencies: Mandarin Chinese (5)

Overseas Experience: China

Center Affiliation: Research collaborator on public health initiatives

NRC Funded Position Descriptions

Position Title	Salary	Support for Effort	Description
<i>Administrative</i>			
FLAC Program Assistant and Language Proficiency Coordinator	\$57,600 + fringe 36.2%	8% NRC/ 42% UCIS/ 50% Arts and Sciences	FLAC coordinator will assist all of the UCIS area studies centers in expanding their FLAC offerings. The Coordinator will work closely with University of North Carolina's (UNC) FLAC Coordinator through the grant cycle, with UNC's FLAC Coordinator acting as mentor. Our FLAC coordinator will be tasked with developing a FLAC program including course development, training of TAs, organizing and implementing a FLAC pedagogy workshop and FLAC program evaluation. The FLAC coordinator will also attend a professional conference at UNC every year for professional development. The coordinator will be a language instructor for the School of Arts and Science and UCIS will split the costs of 50% of the coordinator salary in order for them to devote half of their time to FLAC development. ASP salary portion represents 1/6 of this.
Career Readiness and International Toolkit Graduate Fellow	\$9,000	17% NRC/ 83% UCIS	The Graduate Fellow will be tasked with organizing all activities related to the promotion and implementation of our International Took-Kit Series and related 1-credit courses. The Fellow will work jointly for all UCIS Center and the costs of the Fellow's stipend will also be split with other NRC centers. Centers will also finance the accompanying tuition remission benefits.
<i>Outreach</i>			
Outreach Coordinator	\$47,000 + fringe 36.2%	40% NRC/60% UCIS	The Outreach Coordinator will serve as the primary organizer for K-12 outreach programming with particular focus on strengthening existing programs and building new ones for students as outlined in the Title VI application. The Coordinator will collaborate with the other area studies centers on UCIS wide initiatives and with established partners on school visits, educational materials and online resources.
<i>Language Instruction</i>			
Part-Time Language Instructor - <i>Tibetan</i>	\$4000/Course + fringe 29.9%	100% NRC. Year 2, 3, 4	Part-time language instructor will develop course material and teach face-to-face classes in Tibetan. Applicants must have an advance degree in a relevant discipline. Training in language instruction with practical experience is preferred. A teaching approach in communicative language acquisition is essential. The instructor will be responsible for preparing lesson plans, evaluating student work, reporting progress and submitting assessments. Instructors will be supervised by administrative faculty in the Less-Commonly-Taught-Languages Center

Instructors for language trailer courses	\$1500/Course + fringe 29.9%	75% NRC, 25% ASC Endowment. Years 2, 3, 4	Part-time language instructor will develop course material and teach face-to-face language trailer classes in Chinese, Korean or Japanese. Applicants must have an advance degree in a relevant discipline. Training in language instruction with practical experience is preferred. A teaching approach in communicative language acquisition is essential. The instructor will be responsible for evaluating student work, reporting progress and submitting assessments. Instructors will be supervised by administrative faculty in the Department of East Asian Languages and Literature.
Curriculum Development			
Senior Lecturer in <i>Korean Language and Culture</i>	\$60,000 + fringe 29.9%	50% NRC, 50% Arts and Sciences Years 2, 3, 4	In response to student demand and to complement existing ASC strengths, a senior lecturer with expertise in Korean language and culture will be hired to teach in the Department of East Asian Language and Literature. The scholar will have a PhD in a relevant discipline and an established record of teaching and professional engagement in the field. The ideal candidate's academic expertise should complement ASC faculty research interests and should reflect interdisciplinarity, digital scholarship, the relationship between Korea and East Asia, as well as connectivity and interaction with the world at large.
Instructor for <i>Asia Pop</i>	\$3000/Course + fringe 29.9%	100% NRC. Years 1, 4	The instructor for <i>Global East Asia</i> will be ABD towards a degree in a relevant discipline such as music, history, sociology, or East Asian Language and Literature. Responsibilities will include preparing a syllabus and other course material and conducting face-to-face undergraduate instruction. Specific expertise should complement the strengths of faculty in Asian Studies. The instructor will be responsible for preparing lesson plans, evaluating student work, reporting progress and submitting assessments.



University of Pittsburgh

University Center for International Studies
Office of the Director

4400 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260 USA
412-648-7374
Fax: 412-624-4672
ucis@pitt.edu
www.ucis.pitt.edu

June 13, 2018

Dr. Lenore Garcia
Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Letter of Support for Title VI Proposal – Asian Studies Center

Dear Dr. Garcia:

This letter is to express my strongest support for the application of the Asian Studies Center (ASC) for funding from the U.S. Department of Education's Title VI National Resource Center and FLAS programs.

ASC has established itself as a leading, national center for the study of East Asia, defining its vision and goals in terms of TVI priorities. Building on a strong legacy and tremendous institutional support, ASC affiliated faculty effectively train language specialists and the next generation of leaders, educators and innovators in the United States. With strong programs in Chinese and Japanese that extend across the curriculum, ASC is expanding its focus on Korean language and establishing new programs in Tibetan and Vietnamese. ASC has a dynamic partnership with two HBCUs and six Title III/V-eligible institutions, having organized more than 40 programs involving hundreds of teachers with wide ranging educational value, integrated diversity and deep community impact. Working closely with the School of Education, ASC has developed extensive K-12 teacher education programs focused on pre-service teaching and professional development, establishing innovative seminars and intensive programming as part of their Summer Institute for Pennsylvania Teachers. Synergistically in line with Pitt's *Global Plan*, and with keen intellectual insight on the future of area studies, ASC programing is thematically focused on *East Asia and the World: Interactions and Connectivity*.

Dr. Joseph S. Alter, Professor of Anthropology and UCIS Research Professor, has been appointed as the new Director of ASC. With twenty-five years research and teaching experience and six years of service as Department Chair, he has exceptional qualifications as a scholar and program administrator. An anthropologist by training with wide ranging interdisciplinary experience in Asia, Dr. Alter has published extensively on nationalism, religion, health, and gender in India. His research on medical history and comparative medical systems in East, Central and South Asia has been published in major area studies journals and by leading university presses. Reflecting the breadth of his intellectual interest in East Asia and the world, one of his six books examines the interaction and connectivity of medical knowledge in the context of Asian globalization. Having established a very successful, innovative study abroad program in

the Himalayas that focuses on Tibet and the Tibetan diaspora, and with an active, ongoing program of research on the politics of religion, he is exceptionally well qualified to provide intellectual and administrative leadership.

As the Vice Provost for Global Affairs and Director of the University Center for International Studies (UCIS) at the University of Pittsburgh, I have had the privilege of formulating and overseeing the execution of the University's new global strategy, *Embracing the World: A Global Plan for Pitt*. It is with great enthusiasm that I can confirm that ASC's proposed activities not only address the priorities of the U.S. Department of Education and serve to meet national needs, but also are directly in line with the University's commitment to put global learning, research, partnerships and community engagement at the center of institutional planning. *Embracing the World* takes a strategic approach to international partnerships, encourages concerted decision-making that leads to transformational action across all Pitt units and campuses, and guides Pitt toward real-world impact through global learning and research in order to prepare globally-minded citizens ready to meet modern challenges.

A key driving force of Pitt's global strategy is the coordinated effort of UCIS's six area and international studies centers to create programming that serves the Pitt campus community (faculty and students), as well as the wider community through outreach. Indeed, programming at Pitt is integrated such that on-campus and off-campus engagements serve to reinforce each other in meaningful and productive ways. For example, to implement the proposed "Global 360" initiative, the UCIS centers will work together with other units on campus, utilize new technologies, and draw on the experiences of our undergraduates studying abroad in order to create new teaching and learning resources for K-12 classrooms. Proposed programs that draw on this collaborative vision will also serve community college and Title III/Title V-eligible institutions of higher education throughout our region and nation. These initiatives include the videoconference-enabled BETH faculty workshops, reading groups in the Global Issues through Literature series, and the Interdisciplinary Global Educators Program. By creating diverse learning communities, the latter two programs serve K-12 educators' and their communities. These programs also expand on teacher-training initiatives at the elementary and secondary levels, such as the Summer Institutes for Pennsylvania Teachers and the PAGE program for Pitt undergraduates and pre-service teachers. Taken together, these engagement efforts will be strategically integrated with the proposed School Ambassadors Program, the Educators' Advisory Board, and the Community Engagement Board. This process will ensure continuous consultation with key stakeholders and thus inform the UCIS centers' assessment and sustainability plans throughout the 2018-2022 grant period.

While formal cost sharing is not required for this grant, let me emphasize that the University of Pittsburgh's investment in this proposal is evident in the financial and material support that has been provided to ASC in order to bolster East Asian studies at Pitt. The Provost has pledged support for FLAS by providing full tuition and fees above the Title VI institutional payment level for graduate FLAS Fellows. With its strong "culture of assessment," Pitt will also support the Center's efforts at maintaining a cycle of high quality programming that utilizes federal resources in a fiscally responsible manner based on rigorous assessment. Thus, the Provost's Office sponsors annual assessment conferences for all units, which center staff regularly attend. Importantly, an International Research and Studies grant from the U.S. Department of Education also enables UCIS centers to work with Pitt School of Education faculty on the innovative online student assessment platform myPittGlobal, thus enhancing student engagement and personalized learning in global and regional studies.

In line with the Plan for Pitt, ASC is developing greater strength in East Asian studies through diversity and inclusion. Its five-year strategic plan focuses on expanding programs for underrepresented groups, ensuring broad hiring practices and Global Competency certification for faculty and staff. Recruitment

efforts have resulted in greater gender and ethnic diversity. Asians currently make up the greatest number of new arrivals to Pittsburgh. High impact experiences have been set up with community organizations such as an internship with the Japan America Society of Pennsylvania and support for refugees with the Bhutanese Community Association of Pittsburgh. The planned Global Asia Certificate and related concentration will promote more research on migration and on diversity among diaspora communities.

As a center that coordinates our expanded, eleven-state National Consortium for Teaching about Asia and our internationally recognized, award winning Confucius Institute, ASC has set a University standard for outreach, community engagement and K-12 teacher training. It also provides powerful, intellectual leadership in both graduate and undergraduate education, each year administering \$700,000 in fellowships, scholarships and grants, \$70,000 in grants for faculty research and more than \$120,000 in support for undergraduate certificate students. Having organized over 95 professional development programs, conferences, symposia, language classes, K-16 training seminars and other events this past year, ASC is a powerful campus leader directly reaching over of 48,500 people in the region.

In sum, I confirm the University's full support for this proposal and endorse the Asian Studies Center's application to be designated a National Resource Center and FLAS grantee.

Sincerely,

A handwritten signature in black ink, reading "Ariel C. Armony". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Ariel C. Armony
Vice Provost for Global Affairs
Director, University Center for International Studies
Professor, Graduate School of Public and International Affairs and Political Science



University of Pittsburgh

School of Education
Office of the Dean
Renée and Richard Goldman Dean

5605 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-1738
Fax: 412-648-1825

May 15, 2018

Ariel Armony, Vice Provost for Global Affairs
University Center for International Studies
4400 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260

Dear Dr. Armony,

As Dean of the School of Education at the University of Pittsburgh, I write to express my enthusiastic support for the University Center for International Studies (UCIS) centers' applications for Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship program grants. The Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, African Studies Program, Asian Studies Center and Global Studies Center have all agreed to build upon the strength of our existing partnership and develop a series of new internationalization initiatives that will further enrich both UCIS and the School of Education at Pitt, as well as provide valuable training and educational opportunities to pre-service teachers. Together, we aim to equip Pitt School of Education graduates to more effectively serve the needs of their K-12 students by fostering skills and competencies relevant to their future careers and lives as global citizens.

The new initiatives with UCIS will focus on connection—bringing together pre-service teachers, current K-12 teachers and administrators, and teacher education faculty through a variety of professional development programs. Pre-service teachers will actively participate in the proposed Summer Institute for Pennsylvania Teachers, Interdisciplinary Global Educators working groups, Global Issues through Literature workshops, and the high-impact Partnership for Advancing Globalized Education linking Pitt Master of Arts in Teaching students, classroom teachers, and area studies undergraduates to integrate international content into high school curricula. UCIS will also utilize its resources and expertise to partner with School of Education faculty on developing opportunities for pre-service teachers to join K-12 instructors in summer study overseas. Additionally, the School of Education will partner with UCIS on expanded digital access and technological tools to provide supplementary classroom resources. The recently developed UCIS-wide educators' website will continue to grow, with new internationally focused teaching materials being added regularly. The proposed Global 360 program will offer an immersive virtual reality experience for K-12 schools, based on Pitt students' overseas site visits and enriched through pedagogical work with Education faculty.

Continuing and deepening collaboration among the faculty, staff, and students affiliated with UCIS and the School of Education will further increase the capacities of both partners to excel in their teaching, research, and community engagement missions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Valerie Kinloch". The signature is fluid and cursive, with a large initial "V" and a stylized "K".

Valerie Kinloch, Reneé and Richard Goldman Dean
School of Education
5616 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260



THE JAPAN-AMERICA
SOCIETY OF PENNSYLVANIA

June 1, 2018

Dr. Lenore Garcia
Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Letter of Support for Title VI Proposal – Asian Studies Center

Dear Dr. Garcia:

The Japan-America Society of Pennsylvania (JASP) endorses the proposals of the UCIS Asian Studies Center for funding from the Title VI NRC and FLAS programs of the U.S. Department of Education in 2018-2022. The collaborative programming proposed in these applications will further enhance the JASP's partnership with the University of Pittsburgh and increase cooperation between the ASC and our Society.

The JASP is the western Pennsylvania region's bridge to Japan through informative, innovative programming in order to encourage a better understanding of the business, cultural, social, and educational practices and customs of Japan and the United States. We have a variety of events year round that support the US-Japan friendship at the grassroots level. The Asian Studies Center has been a critical partner for the JASP's regular and special programming for many years.

The Japan in the Schools program brings information about Japan and hands-on cultural exposure to K-12 students and the ASC has been a partner for its planning, resources, and promotion. JASP volunteers reach approximately 3,000 students yearly. The High School Japanese Speech Contest, offered for 21 years in partnership with the ASC, allows nearly 100 high school students the opportunity to showcase their Japanese language skills and participate in cultural activities. The program also includes a professional development session for the high school Japanese teachers. This program helps us to advocate for Japanese-language programs in the region.

For the past ten years, the ASC has partnered with the JASP to present a cultural demonstration program with special Japanese visitors each fall that reaches local students, teachers, community members, and businesses. The ASC also joins us in supporting Pittsburgh Taiko, a community *kumidaiko* drumming group that, while born from the passion of several ASC students, has gone on to bring Japanese group drumming to the region and beyond with a performance at the Washington, D.C. Cherry Blossom Festival this year. The group is in-demand with business audiences, including an upcoming performance celebrating the acquisition of a local company by a Japanese corporation, and

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SOCIETY OF PENNSYLVANIA

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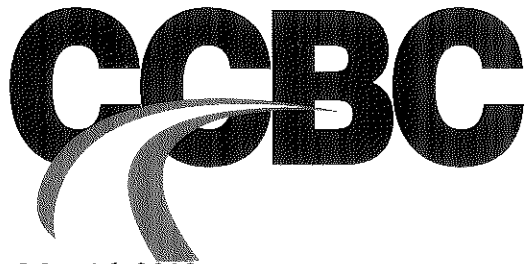
an anniversary of a Japanese branch company. The group regularly performs at Asian American Heritage and diversity and international events.

The ASC maintains a presence at the JASP's major business programs, the Annual Dinner and the Paul J. Wilhelm Memorial Golf Outing. The Center also provides expertise that the JASP has tapped for local lectures as well as joint programming like the "Japan in the Broader Context of Asia" video conference series that brought experts from four different universities to audiences in each of their communities.

Our partnership is multidimensional and enables both entities to maximize our resources in support of business and community needs related to Japan and the US-Japan relationship. From nimble, responsive efforts based on emerging opportunities to long-term planning for the enrichment of our region, the programs supported by Title VI will strengthen our partnership. Please give the University Center for International Studies' application your highest consideration.

Sincerely,

Amy E. Boots
Executive Director



Community College of Beaver County

Your road to your future! • www.ccbc.edu

May 16, 2018

Ariel C. Armony
Vice Provost for Global Affairs
Director, University Center for International Studies
Professor, Graduate School of Public and International Affairs and Political Science
University of Pittsburgh
4400 Posvar Hall
Pittsburgh, PA 15260

Dear Dr. Armony:

The Community College of Beaver County (CCBC) is delighted to endorse the proposals of the UCIS centers and programs (African Studies Program, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, and Global Studies Center) for funding from the Title VI NRC and FLAS programs of the U.S. Department of Education in 2018-2022. The collaborative programming proposed in these applications will further enhance CCBC's already strong partnership with the University of Pittsburgh and increase cooperation between the UCIS centers and community colleges, both in Western Pennsylvania and nationally.

CCBC considers itself the "partnership college". Our collaborations with business and industry, community organizations, K-12 educators, and other higher educational institutions provide our students, as well as Beaver County (located northwest of Pittsburgh) and the wider region, with opportunities that enhance economic development and address workforce and quality-of-life needs. In this way, our cooperation with Pitt, and with UCIS in particular, provides unique access to resources to aid our students in becoming global citizens, while CCBC provides UCIS with connections to our other partnerships to enhance program impact.

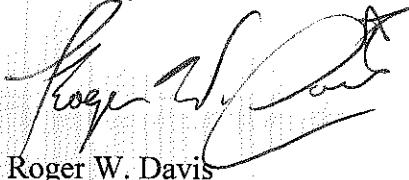
CCBC's partnership with UCIS began with a grant awarded through the National Endowment for the Humanities' "Bridging Cultures at Community Colleges" program for a faculty and curriculum development project with the Center for Russian and East European Studies (REES) in 2014-2017. Simultaneously with the successful implementation of this NEH project, we developed other valuable programs with UCIS as a whole. Three faculty and staff professional development workshops held on our campus between 2015 and 2017 addressed global issues including social movements, human trafficking, and working with international students in the context of campus internationalization initiatives. In addition to CCBC participants, these workshops drew attendees from the community colleges of Allegheny, Butler, and Westmoreland Counties in Western Pennsylvania and the local nonprofit community.

In January 2018, CCBC's coordinator for the partnership with UCIS, Jodi Carver, presented at a conference on curriculum internationalization hosted by Pitt, together with faculty from other Pennsylvania colleges and the Nine University and College International Studies Consortium of Georgia (another UCIS partner organization composed of minority-serving institutions). This conference led to fruitful dialogue on bringing CCBC and other community colleges in the region together with national peers to form a broader network focusing on best practices in internationalization in the upcoming years. In 2018-2022, CCBC plans to cooperate with the UCIS centers on the organization of annual online workshops on global themes of business, energy, technology, and health, which are highly relevant to community college faculty and students and will prepare participants to develop internationally focused courses, modules, and co-curricular activities on their campuses. The online format will enable community college and MSI faculty from throughout the U.S. to benefit from this professional development and networking opportunity.

CCBC will also work closely with the UCIS centers to infuse international content into courses in our new Honors College program and provide relevant field trips and other experiential learning opportunities to enhance our students' global competence, including participation in UCIS's International Toolkit and Career Initiative programs. We are launching this joint initiative in May 2018 with a half-day workshop at CCBC on "Internationalizing and Globalizing the Curriculum," led by Pitt faculty and staff. The resources made available through this set of Title VI-funded collaborations with UCIS will make a significant impact on the ongoing internationalization efforts on our campus.

In conclusion, we are pleased to express our support for the new initiatives proposed by the UCIS centers. We look forward to expanding the partnership between UCIS and CCBC to provide an increased range of international and global education opportunities for community college faculty, staff, and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger W. Davis", with a stylized flourish at the end.

Roger W. Davis
Executive Vice President and Provost
Community College of Beaver County



May 24, 2018

Dr. Joseph Alter
Director, Asian Studies Center
University of Pittsburgh
4400 Posvar Hall
230 South Bouquet St,
Pittsburgh, PA 15260

Re: Collaboration between the University of Pittsburgh (Pitt) Asian Studies Center (ASC), Middle Georgia State University (MGA) and the Nine University and College International Studies Consortium of Georgia

Dear Dr. Alter:

Greetings from Middle Georgia State University (located 80 miles South of Atlanta) lead institution and the headquarters of the Nine University and College International Studies Consortium of Georgia.

In 2012, the Nine University and College and International Studies Consortium of Georgia entered into a partnership with the University Center for International Studies (UCIS) at the University of Pittsburgh with the express goal of expanding the range of international education offerings in Georgia. Since then, we have organized more than half-a-dozen faculty development workshops with UCIS centers (Asian Studies Center, Global Studies Center, European Studies Center, European Union Center, the Center for Russian and Eastern European Studies and the Center for Latin American Studies) that have involved close to 400 faculty members from our consortium schools. Based on the success of these program, we plan to continue our fruitful partnership with Pitt in general and specifically with the Asian Studies Center and to organize faculty development workshops on China, Japan, Korea, Vietnam and Global East Asia.

To assess past collaborations and launch new initiatives, our consortium participated in a conference on curriculum internationalization hosted by Pitt in January 2018 alongside other Pennsylvania community colleges. This capstone event resulted in proposals to form an expanded network of national peers, consortium members, and Pennsylvania colleges to explore best practices in internationalization in the coming years. In 2018-2022, the Consortium of Georgia intends to work with UCIS centers to organize virtual workshop series on annual themes of business, energy, technology, and health, enabling faculty at minority-serving institutions to develop courses, modules, co-curricular activities and career training programs focused on broad themes thereby enhancing the global competence of their students. Additionally, I am very pleased to hear that the Asian Studies Center has agreed to collaborate with our Consortium on a series of Faculty and Curriculum Development Seminars devoted entirely to East Asian Studies. Specifically, as in the past, it is our request for the ASC to send three faculty experts and an outreach representative to our primary consortium location in the metro Atlanta area (Clayton State University, Morrow, Georgia) to help train our teachers on important political, economic and social issues dealing with the Asia-Pacific Region. As noted above, the workshop theme and regional focus will change each year. This collaboration with ASC and Pitt on international/area studies curriculum development will be of great benefit to our teachers and the students they serve. It is also appropriate to note here that almost all our consortium schools also offer certificate, degree and graduate programs in teacher training and education. Finally, the online format of these various workshops will enable a greater number of our consortium faculty to participate in this professional development opportunity while also allowing them to network and exchange best practices with colleagues from community colleges and minority-serving institutions across the United States.

By way of background, our consortium represents a group of over 68,000 students. We are committed to internationalization of courses as well as providing opportunities for our faculty members and students to experience and understand other cultures. Founded in 1993, our organization is dedicated to developing, coordinating and implementing domestic and overseas international education and foreign language programs on behalf of the participating universities and colleges. You will also be interested to learn that diversity of our student bodies is our major strength. Two of our members schools, Fort Valley State and Albany State, are Historically Black Colleges and Universities (HBCUs). A number of other institutions including Clayton State University enroll between 75 and 25% traditionally under represented students. Overall, more than 58% of the students in our consortium **do not** belong to the mainstream. Therefore, we urgently need your help to increase the knowledge, understanding and awareness of students to issues pertaining to Asia so that our young men and women can adapt and succeed in a rapidly changing and highly interdependent global economy.

In conclusion, as the founding Director of the Consortium, I strongly endorse the proposal of the Asian Studies Center of Pitt for funding from the National Resource Centers Program of the U. S. Department of the U. S. Department of Education. I have no doubt that our mutually beneficial collaboration will enhance our partnership and increase participant training at our member schools.

Attached to this letter are demographics and a profile of our consortium. Thank you very much and looking forward to working with you over the next couple of years. Please let me know if you need any additional information.

Thank you very much.

Sincerely,



Raj Sashti, Director

Nine University and College International Studies Consortium of Georgia
raj.sashti@mga.edu - Tel: 404-550-4805

Member Institutions of the Consortium

Middle Georgia State University, Macon

Abraham Baldwin Agricultural College, Tifton

Albany State University, Albany (HBCU)

Clayton State University, Morrow

Columbus State University, Columbus

Dalton State College, Dalton (Hispanic Serving Institution)

Fort Valley State University (HBCU)

Georgia Highlands College, Rom/Cartersville

Gordon State College, Barnesville

South Georgia State College, Douglas

University of North Georgia, Dahlonega

**NINE UNIVERSITY & COLLEGE INTERANTIONAL STUDIES CONSORTIUM OF
GEORGIA: MIDDLE GEORGIA STATE UNIVERSITY, MACON, GEORGIA
DEMOGRAPHIC ASPECTS OF ENROLLMENT AT CONSORTIM SCHOOLS
FALL 2016**

Source: usg.edu - University System of Georgia Enrollment Report: Fall 2016

<u>Name of the Institution</u>	<u>Total</u>	<u>Black</u>	<u>Hispanic</u>	<u>Other</u>	<u>White</u>
Middle Georgia State Univ. Macon	7, 714	2,631 (34.1%)	330 (4.3%)	500 (6.5%)	4,253 (55%)
Abraham Baldwin Agricul- tural College, Tifton	3,475	321 (9.2%)	233 (6.7%)	100 (2.88%)	2,822 (81.2%)
Albany State Univ- HBCU Albany	3,041	2,716 (89.3%)	52 (1.7%)	104 (3.41%)	169 (5.6%)
Clayton State Univ, Morrow	6,996	4,293 (61.4%)	358 (5.1%)	860 (12.29%)	1,485 (21.2%)
Dalton State College Dalton	5,188	228 (4.4%)	1,261 (24.3%)	354 (6.82%)	3,345 (64.5%)
Fort Valley State U-HBCU Fort Valley	2,679	2,426 (90.6%)	44 (1.6%)	71 (2.65%)	138 (5.2%)
Columbus State Univ. Columbus	8,407	3,113 (37%)	486 (5.8%)	497 (5.9%)	4,311 (51.3%)
Georgia Highlands Col. Rome	6,013	1,034 (17.2%)	254 (4.22%)	820 (13.63%)	3,905 (65%)
Georgia Perimeter Col. Decatur	21,088	9,150 (43.4%)	2,209 (10.5%)	3,502 (16.60%)	6,227 (29.5%)
Gordon State College Barnesville	3,901	1,438 (36.9%)	133 (3.40%)	189 (4.84%)	2,141 (55%)
Total	68,502 (100%)	27,350 (40%)	5,360 (7.82%)	6,997 (10.21%)	28,796 (42%)

Summary: Overall, "White," students make up only 42% of the enrollment. The traditionally under-represented "Black," and "Hispanic," student s account for nearly 48% of the entire student body. It should also be noted "other" category represents more than 10% of total enrollment. In brief, 58% of all the students enrolled at the consortium schools are non-White.

Prepared by Consortium Director Rajgopal Sashti on June 19, 2017.

Nine University and College International Studies Consortium of Georgia

Raj (Rajgopal) Sashti, Director
Middle Georgia State University
100 University Parkway
Macon, Georgia 31206
raj.sashti@mga.edu
Tel: 404-550-4805

Overview

Established in 1993, the Consortium consists of five universities and four colleges of the University System of Georgia. Located in central Georgia, 80 miles from downtown Atlanta, Middle Georgia State College (enrollment 8,000), a multi-campus residential college offering an array of baccalaureate, associate and certificate programs ranging from the traditional liberal arts to professional programs to flight and aviation studies (arts and sciences, information technology, business, health sciences, aviation and education) is the lead institution of the consortium. (Information on other universities and colleges is included in the section immediately following the overview.) Over 68,500+ students study and more than 1,000 faculty members teach in the nine universities and colleges. The Consortium -- jointly funded by Middle Georgia State University, member institutions of the consortium, and other federal, state, and non-profit organizations -- is dedicated to developing, coordinating and implementing international education and foreign language projects on behalf of the participating universities. During the past 25 years, Columbus State, Clayton State, Georgia Southwestern State universities, Abraham Baldwin Agricultural College and the Consortium have secured more than \$5,000,000 in federal, private and matching grants.

Objectives

The overall objectives of the Consortium extend through the range of international education including participant training, faculty exchange, and academic course work both in Georgia and overseas: Internationalize the undergraduate curriculum, foster perceptive visions of the world beyond narrow political boundaries, and enhance the ability of the students and faculty to function effectively in a global economy.

- * On a regular basis, organize conferences and intercultural forums dealing with global issues and international development.
- * Provide opportunities for faculty, in-service teachers, and students to study, travel and learn about different cultures.
- * Facilitate exchange between colleges, students, and faculty, dignitaries and visitors of foreign countries in order to increase cross-cultural understanding.
- * Promote the cause of peace and international communication through educational and cultural exchange programs.
- * Build an international studies resource center consisting of books, journals, multi-media materials, and artifacts to be shared among participating institutions.

(over)

Accomplishments

Since its inception, the Consortium has developed and implemented the following:

- * faculty and curriculum development seminars in East and south East Asia, Eastern Europe and former Soviet Union, Africa, Africa, the Middle East and Latin America;
- * a visiting professor program;
- * lectures and distinguished scholars programs;
- * student and faculty study and travel abroad activities;
- * a curriculum development resource center; academic linkages with overseas universities and colleges;
- * the development of new courses;
- * instruction in selected uncommonly taught languages;
- * nearly two dozen faculty development/curriculum enrichment workshops in international studies and foreign languages;
- * pro-active linkages with international business organizations;
- * service to the community (specific details on these accomplishments are available on request).

Organization

Headquartered at Middle Georgia State University the Consortium is headed by a director. The director and vice presidents for academic affairs of the participating universities and colleges meet once a year to discuss policy matters and provide overall direction to the organization. The day-to-day activities of the organization are managed by an Operating Council that is composed of two faculty members from each of the participating institutions. Members of the Operating Council are designated by the vice presidents for academic affairs and serve as liaisons between the Consortium and their institutions. The director and members of the Operating Council meet at the beginning of each fiscal year and on a quarterly basis to discuss, make decisions about, and vote on all programs.

Consortium Universities and Colleges

Middle Georgia State College - Macon, Cochran, Warner Robbins, Dublin and Eastman
Abraham Baldwin Agricultural College, Tifton
Albany State University, Albany
Clayton State University, Morrow
Columbus State University, Columbus
Dalton State College, Dalton
Georgia Highlands College, Rome
Gordon State College, Barnesville
University of North Georgia - Dahlonega

STATEMENT ON DIVERSE PERSPECTIVES AND AREAS OF NEED
Asian Studies Center, University of Pittsburgh

Part 1: Reflecting Diverse Perspectives

The Asian Studies Center's (ASC) theme for this NRC grant cycle is *East Asia and the World: Interaction and Connectivity* reflecting our commitment to globalization, digital media and interdisciplinarity. This commitment informs all of our programs and activities, from faculty research and enrichment efforts to curricular development, instruction and degree programs, teacher-training and outreach, and community engagement. Connectivity between East Asia and the world encourages consideration of diverse perspectives by involving faculty and students from various Departments and Schools; it also provides a framework for integrating other viewpoints into all of our activities. We actively seek to involve partners from government, business, media, and our local and regional communities in our activities to ensure the widest possible representation of viewpoints on global issues and transnational processes. Working with Pitt's professional schools, ASC brings practitioners and professionals to campus for intellectually- and career-oriented events.

ASC partners with other institutions of higher education (IHEs) – including community colleges (CCs) and minority-serving institutions (MSIs) – to generate interaction among diverse student populations and faculties. External funding will be employed to strengthen and diversify current outreach programming that organized 44 events in 2016–2017, impacting hundreds of teachers and thousands of students and community members. ASC will continue its current faculty development workshops with two HBCUs and six Title III/V-eligible institutions that are part of the Nine University and College International Studies Consortium of Georgia. Since 2012, ASC has organized seven workshops for this Consortium with other UCIS centers, with two exclusively focused on EAS, designed to internationalize the curriculum of the member institutions that serve over 70,000 students.

All of these programs are complemented by the numerous outreach and engagement events we sponsor for and with the wider community, including local arts and cultural organizations, Museums, NGOs, media organizations, and other partners. Many of these activities can be accessed online, and remote participation is often possible. Together these efforts amply ensure that ASC's activities promote diverse perspectives to a wide University, local, regional, and national audience.

STATEMENT ON DIVERSE PERSPECTIVES AND AREAS OF NEED
Asian Studies Center, University of Pittsburgh

Part 2: Encouraging Service in Areas of National Need

ASC advances student proficiency in critical languages by supporting instruction and targeting FLAS Fellowship funding to languages identified by the Secretary of Education, including Chinese, Japanese, Korean and Vietnamese. The Center provides extensive support to students seeking employment in the federal government or military, as well as areas of need in the business, education, and nonprofit sectors. Through the ASC Certificate programs, students receive academic and career advising services and have access to ASC alumni and professional networks in a wide range of fields, including those critical to national security and areas of national need.

ASC works with the University Center for International Studies (UCIS) and Pitt's Career Development and Placement Assistance office to provide students with access to career fairs, job databases, and employment counseling for a wide array of federal agencies and other nonprofit and for-profit organizations. Agencies to which Pitt students have access through such channels include the CIA, FBI, and U.S. Departments of Defense, Education, Energy, Homeland Security, and State. In the FY18-21 Title VI grant cycle, ASC and Pitt's UCIS area studies centers will develop an expanded International Toolkit and Career Initiative to further enhance students' preparation for government service and other internationally-oriented careers. International Toolkit programming will involve ASC students in panel discussions with professionals in careers of interest, networking trips to prospective employers, Career Identity courses on pre-professional topics, and personalized mentoring by a UCIS Career Integration Fellow.

ASC partners with the School of Education to train K-12 educators and pre-service teachers in cutting-edge teaching methods and in substantive East Asia content. In addition, the Center works with Pitt's Graduate School of Public and International Affairs, International Business Center, and Center for International Legal Education to promote study abroad, overseas internships, and intensive summer courses in critical languages to professional school students at Pitt, helping to prepare them for careers in areas of national need. Further, ASC partners with Pitt's Less Commonly Taught Language Center and other Pitt Department of East Asian Language and Literature to provide educational outreach support to language teachers and encourage the study of critical need languages at K-12 schools in Western Pennsylvania.

ASC also supports a National Coordinating Site for the National Consortium for Teaching about Asia. By the end of 2018, NCTA will have doubled in size to include in 11 states with significant impact on developing teacher training with an emphasis of national need in East Asian studies. Pitt's outreach spending surpassed \$174,000 in 2016-17, reached over 9,300 people.

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments		2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
<i>Graduate course numbers begin at the 2000 level.</i>				U	G				
ADMINISTRATION OF JUSTICE									
ADMJ 1236	International Organized Crime	Fall	3	15	0	X	X	McClusky, Andrew Paul	25%
ADMINISTRATION & POLICY STUDIES									
ADMPS 2352	Anthropology Of Education (<i>anthropological approaches to the study of education using sources from many cultures, knowledge systems, & time periods</i>)	Fall	3	0	0	X		Porter, Maureen K	25%
ADMPS 2398	Economics of Education (<i>economic examination of education practices around the world</i>)	Spring	3	0	8			Shafiq, Mohammad Najeeb	25%
ADMPS 3006	Social Theories & Education in a Global Context	Spring	3	0	8		X	Lelei, Macrina Chelagat; Weidman, John	25%
EDUC-ADMPS 3136	Comparative Higher Education	Fall	3	0	7		X	Weidman, John	25%
ANTHROPOLOGY									
ANTH 0582	Introduction to Archeology (<i>examines the nature of modern archaeological research worldwide</i>)	Fall, Spring	3	409	0	X	X	Hanks, Bryan K	25%
ANTH 0710	Special Topics in Cultural Anthropology	Spring	3	99	0	X	X	Bk, Amar Bahadur Yearwood, Gabby Matthew Harlan	25%-100%
ANTH 0717	Magic, Witchcraft, & Supernatural Body (<i>a look at supernatural attitudes towards the body around the world</i>)	Spring	3	92	0	X		Alter, Joseph	25%
ANTH 0780	Introduction to Cultural Anthropology	F/Sp/Sum	3	924	0	X	X	Yearwood, Gabby Matthew Harlan	25%
ANTH 1447	Language, Culture, and Society	Fall	3	38	0		X	Brown, Laura C.	25%
ANTH 1524	Chinese Archeology	Fall	3	13	0	X	X	Kelsoe, Camilla; Ran, Weiyu	100%
ANTH 1544	Ancient Civilizations	Fall	3				X	De Montmollin, Olivier	25%
ANTH 1734	Gender in East Asia	Spring	3	20	0			Kao, Philip; Constable, Nicole	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
ANTHROPOLOGY (continued)									
ANTH 1750	Undergraduate Seminar	Fall, Spring	3	133	0	X	X	Barton,Loukas William; Cabot, Heath; Alter, Joseph; Lukacs, Gabriella	25%-100%
ANTH 1761	Patients & Healers: Medical Anthropolgy (examines medical anthropology in a cross-cultural context)	Fall, Spring	3	36	2	X	X	Kao, Philip; Alter,Joseph	25%
ANTH 1762	Human Ecology (examines human ecological decisions on a global scale)	Spring	3	9	0		X	Strathern,Andrew J	25%
ANTH 1771	Religion and Culture (cross-listed with RELGST 1720)	Spring	3	19	0			Jouili,Jeanette Selma Lotte	25%
ANTH 1784	Japanese Society	Fall	3	98	0		X	Lukacs,Gabriella; Bittle-Dockery, Darius	100%
ANTH 1786	Cultures of the Pacific (Note: offered 2015-16)		3	0	0			Lin, Hao-Li	25%
ANTH 1798	Religion and Ecology	Fall	3	5	0		X	Alter,Joseph	25%
ANTH 2516	Chiefdoms	Fall	3	0	0		X	Drennan,Robert D	25%
ANTH 2554	Human Behavioral Ecology	Spring	3	0	10			Barton,Loukas William	25%
ANTH 2715	Dimensions of Aging: Cultural & Health (cross-listed with BCHS 2532)	Spring	3	0	5	X		Albert,Steven M	25%
ANTH 2782	Special Topics in Cultural Anthropology (Graduate Level)	Spring	3	0	9	X		Lin, Hao-Li; Strathern, Andrew J.; Cabot,Heath; Kao,Philip Y; Brown,Laura C	25%-100%
BEHAVIORAL & COMMUNITY HEALTH SCIENCES									
BCHS 2532	Dimensions of Aging: Cultural & Health (cross-listed with ANTH 2715)	Spring	2	0	5	X		Albert,Steven M	25%
BUSINESS ADMINISTRATION									
BECN 2019	Economics for International Business	Fall, Spring	3	0	39	X	X	Olson,Josephine E; Blair,Andrew R	25%
BECN 2509	Global Macroeconomics 1	Fall, Spring	1.5	0	57	X	X	Mookerjee,Rajendranath	25%
BECN 2510	Global Macroeconomics 2	Fall, Spring	1.5	0	30	X	X	Mookerjee,Rajendranath	25%
BUSECN 1508	International Economics for Managers	Fall, Spring	3	41	0	X	X	Blair,Andrew R	25%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
BUSINESS ADMINISTRATION (continued)									
BUSMKT 1461	International Marketing	Fall, Spring, Summer	3	62	0	X	X	Whang, Yun-Oh	25%
BUSSCM 1730	Managing Global Supply Chains	Fall, Spring	3	91	0	X	X	Lekse, William J	25-50%
BUSSPP 1740	Global Strategy & Competitive Advantage	Spring	3	23	0			Madhavan, Ravindranath	25%
CHINESE									
CHIN 0001	First Year Chinese 1	Fall	5	44	0	X	X	Hsieh, Wan Ching	100%
CHIN 0002	First Year Chinese 2	Spring	5	35	0	X	X	Hsieh, Wan-Ching	100%
CHIN 0003	Second Year Chinese 1	Fall	5	37	0	X	X	Fan, Fan	100%
CHIN 0004	Second Year Chinese 2	Spring	5	39	0	X	X	Fan, Fan	100%
CHIN 0007	Introduction to Chinese Civilization & Culture	Spring	3	0	0	X	X	Qian, Kun	100%
CHIN 0021	First Year Chinese Level 1 (Heritage track)	Fall	5	9	0	X	X		100%
CHIN 0031	Second Year Chinese Level 1 (Heritage track)	Fall	5	2	0	X			100%
CHIN 0041	Third Year Chinese Level 1 (Heritage track)	Fall	3	0	0	X			100%
CHIN 0081	East Asia in the World (cross-listed with JPNSE 0081)	Spring	3	38	0	X	X	Crawford, William	100%
CHIN 1020	Third Year Chinese 1	Fall	5	17	0	X	X	Wei, Juchun	100%
CHIN 1021	Third Year Chinese 2	Spring	5	14	0	X	X	Fan, Fan	100%
CHIN 1025	Aspects of the Chinese Language	Fall	3	13	0		X		100%
CHIN 1033	Advanced Speaking: Topics in Current Events	Spring	3	5	1				100%
CHIN 1040	Literary Chinese 1 Classical	Fall	3	6	0	X	X	Sun, Cecile Chu-Chin	100%
CHIN 1050	Fourth Year Chinese 1	Fall	3	12	1	X	X	Wei, Ju-Chun	100%
CHIN 1051	Fourth Year Chinese 2	Spring	3	4	2	X	X	Wei, Ju-Chun	100%
CHIN 1059	Adapted for the Screen: Chinese Literature & Film	Fall	3	10	0			Wei, Ju-Chun	100%
CHIN 1084	Masterpieces of Chinese Literature: Modern	Spring	3	31	0		X		100%
CHIN 1088	New Chinese Cinema	Fall	3	70	0		X	Qian, Kun	100%
CHIN 1090	Great Minds of China	Fall	3	39	0		X	Sun, Cecile Chu-Chin	100%
CHIN 1901	Independent Study in Chinese	Fall, Summer	1 - 6	6	1		X	Xu, Yi	100%
CHIN 1908	Directed Writing in Chinese For Majors	Fall, Spring	1	18	0	X	X	Sun, Cecile Chu-Chin; Qian, Kun	100%
CHIN 1999	Senior Project in Chinese	Spring	3	12	0	X	X	Qian, Kun	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
CHINESE (continued)								
CHIN 2000	Chinese Research And Thesis Ma Degree	Offered as needed.	1 - 6	0	0	X	X	100%
CHIN 2025	Aspects of the Chinese Language (Graduate Level)	Fall	3	0	1		X	100%
CHIN 2047	Chinese and Western Poetry (Graduate Level, cross-listed with CHIN 1047 and ENGLIT 1730)	Fall	3	0	0			Sun, Cecile Chu-Chin 100%
CHIN 2084	Masterpieces of Chinese Literature: Film	Spring	3	0	4		X	100%
CHIN 2088	New Chinese Cinema (Graduate Level)	Spring	3	0	0		X	Qian, Kun 100%
CHIN 2902	Directed Study in Chinese	Fall, Spring	1 - 6	0	0	X	X	100%
COMMUNICATION								
COMMRC 1103	Rhetoric and Culture	Fall, Spring	3	45	0	X	X	Marshall, David Lachlan 25%
COMMRC 1149	Environmental Rhetoric (<i>begins with examination of cross-cultural conceptions of natural world</i>)	Spring	3	13	0			Bruce, Caitlin F 25%
EAST ASIAN STUDIES								
EAS 2000	East Asian Studies Research And Thesis Ma Degree	Fall, Spring	1 - 6	0	1	X	X	Exley, Charles Marvin; Rawski, Evelyn S; Rawski, Thomas G ; Qian, Kun; Juffs, Alan 100%
EAS 2005	Sources and Methods in East Asian Studies	Fall	3	0	3	X	X	Crawford, William B. 100%
EAS 2701	Reading Japanese 1	Fall	3	0	4	X	X	Oshimo, Junzo 100%
EAS 2702	Reading Japanese 2	Spring	3	1	3	X	X	Oshimo, Junzo 100%
EAS 2902	Directed Study in East Asian Studies	Spring	1 - 6	0	1	X	X	Qian, Kun; Gerhart, Karen M; Exley, Charles Marvin; Zhang, Haihui; Rawski, Thomas G 100%
EAS 2990	Independent Study in East Asian Studies	Fall	3	0	0	X	X	Qian, Kun 100%
ECONOMICS								
ECON 0500	Introduction to International Economics	F/Sp/Sum	3	429	0	X	X	Maksymenko, Svitlana; Whitehead, Jeffrey Robert; Gajanan, Shailendra N 25%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
ECONOMICS (continued)									
ECON 0530	Introduction to Development Economics	Fall, Spring, Summer	3	181	0	X	X	El-Hamidi, Fatma A; Noroski, Paul J	25%
ECON 1510	Intermediate International Trade	Fall	3	57	1			Cassing, James H	25%
ECON 1710	Proseminar in International Economics	Fall	3	0	0	X	X		25%
ENGINEERING									
ENGR 1600	Global Engineering Technology	Spring	3	30	0	X		Rajgopal,Jayant Lalley,Kristine	25%
ENGR 1627	China Today		1	0	0		X	Dristas,Veronica M Lalley,Kristine	100%
ENGLISH LITERATURE AND COMPOSITION									
ENGCOMP 1111	Professional Writing for Global Contexts	Spring	3	21	0	X		O'Brien,Pamela S	25%
ENGLIT	Asian American Literature		3	0	0		X	Gramm,Marylou	50%
GENDER, SEXUALITY, AND WOMEN'S STUDIES									
GSWS 0200	Sex, Race, & Popular Culture	Spring, Summer	3	34	0	X	X	Crosby,Emily Deering	25%
GSWS 1150	Global Feminisms (Titled "Transnational Feminisms" in AY18)	Spring	3			X	X	Cohen, Frayda	25%
GEOLOGY AND ENVIRONMENTAL SCIENCES									
GEOL 1333	Sustainability (<i>examines sustainability efforts around the world</i>)	Spring	3	66	0		X	Allebach,Randall Ward	25%
HISTORY									
HIST 0400	East Asian Civilization to 1800	Fall, Spring	3	158	0	X	X	Leung,Vincent Sueh Han	100%
HIST 0401	Modern East Asian Civilization	Fall, Spring	3	33	0	X	X	Luesink, David Nanson	100%
HIST 0403	History Of Modern Southeast Asia	Spring	3	34	0	X		Ricketts,Jessica Jordan; Cook, James Alexander	25%
HIST 0425	Modern East Asia	Spring	3	7	0	X	X		100%
HIST 0430	Japan & The West	Fall, Spring	3	29	0			Adal, Raja Abou; Ricketts, Jessica Jordan	100%
HIST 0475	Religion & Culture in East Asia (cross-listed with RELGST 0525)	Fall, Spring	3	32	0	X	X	Chilson, Clark; Penkower, Linda; Delgado Creamer, Margarita	100%
HIST 0487	World War II In Asia	Spring	3	78	0	X		Ricketts, Jessica Jordan	75%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
HISTORY (continued)									
HIST 0700	World History	Fall, Spring	3	144	0	X	X	Holstein, Diego; Gebhardt, Jonathan; Jordan, Jessica; ; Urban, Kelly	25%
HIST 0752	Empires Of The Steppe	Fall, Spring	3	65	2		X	Pickett,James R	25%
HIST 0755	Religion In Asia (cross-listed with RELGST 0505)	F/Sp/Sum	3	49	0	X	X	Chilson, Clark Van Doren; Pamarathana,Rev Soorakkulame	50%
HIST 1000	Capstone Seminar	Spring	3	101	0	X	X	Adal,Raja Abou	25-100%
HIST 1001	Introductory Seminar	Fall, Spring	3	103	0	X	X	Pickett,James R	25-100%
HIST 1058	Global History Of Dance	Spring	3	25	0			Winerock,Emily Frances	25%
HIST 1084	Food And History	Spring	3	35	0			Winerock,Emily Frances	25%
HIST 1091	Global Health History	Fall, Spring	3	60	1			Webel,Mari; Pomerantz, Jacob	25%
HIST 1326	Russia and the World	Spring	3	29	0			Guillory,Sean Christopher Jos	25%
HIST 1420	Ancient China	Spring	3	37	0			Leung,Vincent Sueh Han	100%
HIST 1422	Late Imperial China	Spring	3	32	2		X	Luesink,David Nanson	100%
HIST 1423	Modern China	Fall, Summer	3	34	0	X	X	Luesink, David Nanson	100%
HIST 1425	History Of Medicine In China	Spring	3	34	0			Luesink,David Nanson	100%
HIST 1433	Modern Japan	Fall	3	34	0	X		Adal, Raja Abou	100%
HIST 1446	East Asian Political Economy, 1950-Present (cross-listed with PS 1326)		3			X	X	Shimizu, Kaoru	100%
HIST 1475	East Asian Buddhism (cross-listed with RELGST 1550)	Spring	3	26	0	X		Penkower,Linda	100%
HIST 1477	Religion In Japan (cross-listed with RELGST 1570)	Spring	3	18	0			Chilson,Clark Van Doren	100%
HIST 1480	Chinese Thought (cross-listed with RELGST 1561)	Fall	3	25	0			Leung,Vincent Sueh Han	100%
HIST 1482	Buddhism Along the Silk Road	Fall	3	18	0		X	Delgado, Margarita	50%
HIST 1482	Buddhist Civilization (cross-listed with RELGST 1520)	Fall	3	18	0		X	Delgado, Margarita	50%
HIST 1707	Gender In Global History	Fall	3			X	X	Rook-Koepsel, Emily	25%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
HISTORY (continued)								
HIST 1772	Race, Caste, and Ethnicity in a Global Perspective	Spring	3			X	Glasco, Laurence	25%
HIST 1794	Islam, Law, and Politics (cross-listed with PS 1371)	Spring	3	8	0	X	Jouili, Jeanette Selma Lotte	25%
HIST 2640	Global Approaches to the Concept of Modernity	Spring	3	0	6		Adal, Raja Abou	50%
HISTORY OF ART AND ARCHITECTURE								
HAA 0010	Introduction To World Art	F/Sp/Sum	3	665	0	X	Bender, Gretchen Holtzapple; King, Isaac Ogden; Luo, Di	25%
HAA 0020	Introduction to Asian Art	F/Sp/Sum	3	233	0	X	Gerhart, Karen; Luo, Di; Csorba, Mrea; Linduff, Katheryn; Oh, Hye-Ri	50%
HAA 0090	Introduction To Contemporary Art	Spring	3	93	0	X	Smith, Terence E	25%
HAA 0101	Foundations of Art History	Fall, Spring	3	37	0	X	Ellenbogen, Joshua Martin	25%
HAA 0150	Ancient Art	Fall, Spring	3	25	0		Eppihimer, Melissa Ann	25%
HAA 0620	Art Of China	Fall, Spring	3	83	0	X	Luo, Di; Linduff, Katheryn	100%
HAA 0640	Art Of Japan	Spring	3	39	0	X	Gerhart, Karen M	100%
HAA 0940	Approaches to the Built Environment	Fall, Spring	3	52	0		Rajagopalan, Mrinalini	25%
HAA 1010	Approaches to Art History	Fall, Spring	3	28	0	X	Eppihimer, Melissa Ann; Gerhart, Karen M.	25%
HAA 1050	World Art: Contact And Conflict (Note: offered AY16)	Spring	3	0	0		Bender, Gretchen Holtzapple	25%
HAA 1630	China: Architecture (Note: offered AY16)	Spring	3	0	0		Linduff, Katheryn	100%
HAA 1640	20th Century Chinese Art	Spring	3	0	0		Gao, Minglu	100%
HAA 1652	Japan: Buddhist Art & Ritual	Spring	3	26	0		Gerhart, Karen M	100%
HAA 1656	Japan: Architectural Performative Space	Spring	3			X	Gerhart, Karen M.	100%
HAA 1692	Buddhist Civilization Along the Silk Road (cross-listed with RELGST 1520)	Fall	3	30	0		Delgado, Margarita	50%
HAA 2401	Special Topics: Contemporary	Spring	3	0	9	X	Smith, Terence E	25-100%
HAA 2600	Special Topics: Chinese	Fall	3	0	6	X	Gao, Minglu	100%
HAA 2652	Japan: Buddhist Art & Ritual (Graduate Level)	Spring	3	0	1		Gerhart, Karen M	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
INSTRUCTION AND LEARNING								
IL 1704	Current Issues in Secondary Education (Approaches secondary education with a global perspective)	Spring	3	13	0		Lovorn, Michael Glen	25%
IL 2250	Techonlogy in Foreign Language Education	Spring	3	0	14	X	Hua, Yuanhao	25%
IL 2253	Principles/Practice of Foreign Language Teaching Assessment	Fall	3	0	22	X	Sardegna, Veronica Gabriela	25%
IL 2260	Teaching & Learning In Secondary Social Studies 1	Fall	1	0	25	X	Ashwin, Christina M	25%
IL 2702	Special Project in Foreign Language Education (Masters, cross-listed with IL 3702)	Fall, Spring	1 - 3	0	60	X	Chavoshan, Ida; Hendry, Heather Jen; Korpella, Sherri; Hua, Yuanhao	25-100%
IL 3702	Special Project in Foreign Language Education (PHD, cross-listed with IL 2702)	Spring	1 - 3	0	2	X	Donato, Richard	25-100%
JAPANESE								
JPNSE 0001	First Year Japanese 1	Fall	5	88	2	X	Luft, Stephen David; Kowalchuk, Noriko Kanisawa	100%
JPNSE 0002	First Year Japanese 2	Spring	5	43	1	X	Oshimo, Junzo	100%
JPNSE 0003	Second Year Japanese 1	Fall	5	15	1	X	Kowalchuck, Noriko Kanisawa; Oshimo, Junzo	100%
JPNSE 0004	Second Year Japanese 2	Spring	5	30	0	X	Kowalchuck, Noriko Kanisawa	100%
JPNSE 0007	Japanese Culture & Civilization	Spring, Summer	3	14	0	X	Exley, Charles Marvin	100%
JPNSE 0081	East Asia in the World (cross-listed with CHIN 0081)	Spring	3	42	0	X	Crawford, William	100%
JPNSE 0083	Introduction to Japanese Literature	Fall	3	84	0	X	Oyler, Elizabeth Ann; Jelesievic, Dunja	100%
JPNSE 0085	Japanese Tales of the Supernatural	Fall	3			X	Exley, Charles	100%
JPNSE 1020	Third Year Japanese 1	Fall, Summer	3	15	0	X	Oshimo, Junzo	100%
JPNSE 1021	Third Year Japanese 2	Spring	3	10	0	X	Luft, Stephen David	100%
JPNSE 1035	Pragmatics Of Japanese	Fall	3	8	0		Luft, Stephen	100%
JPNSE 1050	Fourth Year Japanese 1	Fall	3	16	1	X	Hayes, Sono	100%
JPNSE 1056	Japanese Literature & The West	Fall	3	28	1		Exley, Charles	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
JAPANESE (continued)								
JPNSE 1057	Japanese Culture & Society Through Cinema		3			X	Exley, Charles Marvin	100%
JPNSE 1058	Westerns & Samurai Films	Fall	3	29	0		Exley, Charles	50%
JPNSE 1059	Japanese Literature On Screen	Spring	3	13	0		Exley, Charles Marvin	100%
JPNSE 1061	Intensive Japanese 1	Summer	10	4	1	X	Higashitani, Noriko Oshimo, Junzo	100%
JPNSE 1062	Intensive Japanese 2	Summer	10	8	0	X	Howard, Sachiko Takabatake	100%
JPNSE 1071	The World Of Japan	Fall, Summer	3	45	0	X	Exley, Charles Marvin	100%
JPNSE 1081	Forms Of Japanese Theatre (Note: was offered AY16.)	Summer	3	0	0		Oyler, Elizabeth Ann	100%
JPNSE 1700	Introduction to Theory & Practice of Translation (Japanese)	Spring	3	13	0		Nara, Hiroshi	100%
JPNSE 1800	Special Topics in Japanese	Fall, Spring	3	5	0	X	Oshimo, Junzo	100%
JPNSE 1901	Independent Study in Japanese	Fall	1 - 6	1	0	X	Jordan, Brenda Gail; Nara, Hiroshi	100%
JPNSE 1908	Directed Writing in Japanese For Majors	Fall, Spring	1	19	0	X	Luft, Stephen; Crawford, William B; Nara, Hiroshi; Exley, Charles Marvin; Ovler, Elizabeth Ann	100%
JPNSE 1999	Capstone Project in Japanese	Spring	3	14	0	X	Exley, Charles Marvin	100%
JPNSE 2057	Japanese Culture & Society Through Cinema (Graduate Level)	Fall	3			X	Exley, Charles	100%
JPNSE 2071	The World Of Japan (Graduate Level)		3	0	0	X	Exley, Charles Marvin	100%
KOREAN								
KOREAN 0001	First Year Korean 1	Fall	4	61	2	X	Joo, Kyung-Ok; Kim, Mi-Hyun	100%
KOREAN 0002	First Year Korean 2	Spring	4	29	1	X		100%
KOREAN 0003	Second Year Korean 1	Fall	4	26	1	X	Kim, My-Hyun; Joo, Kyung-Ok	100%
KOREAN 0004	Second Year Korean 2	Spring	4	24	1	X		100%
KOREAN 0005	Third Year Korean 1	Fall	4	7	1	X	Kim, Mi-Hyun	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments		2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
KOREAN (continued)									
KOREAN 0006	Third Year Korean 2	Spring	4	4	1	X	X		100%
KOREAN 0007	Introduction to Korean Culture and Civilization	Spring	3	56	0	X	X	Shin, Seung-hwan	100%
KOREAN 0070	World of Korea: Past & Present	Fall	3	34	0		X	Shin,Seung-hwan	100%
KOREAN 0075	Introduction to Korea Through Film	Spring	3	80	0	X	X	Shin, Seung-hwan	100%
KOREAN 0084	Introduction to Modern Korean Literature	Fall	3	0	0	X	X	Shin,Seung-hwan	100%
KOREAN 1023	Aspects Of The Korean Language (cross-listed with LING 1023; offered AY16)	Spring	3	0	0	X	X	Kim, MiHyun	100%
KOREAN 1050	Fourth Year Korean 1	Fall	3	4	0	X	X	Kim,Mi-Hyun	100%
KOREAN 1051	Fourth Year Korean 2	Spring	3	6	0	X	X		100%
KOREAN 1060	Language & Society in Korea (cross-listed with LING 1060)	Spring	3	6	0				100%
KOREAN 1901	Independent Study in Korean	Fall, Spring	1 - 6	0	0	X	X		100%
LAW									
LAW 2226	International Law	Spring	3	0	24	X	X	Sirleaf,Matiangai V S Liberatore,Beth Terese Horensky,Jaime M	25%
LAW 2422	Alternative Dispute Resolution (<i>Studies alternative resolution techniques used in international contexts</i>)	Fall, Spring	3	0	3		X	Liberatore,Beth Terese; Horensky,Jaime M; Chew, Pat K	25%
LAW 2703	Post-Conflict & Transitional Justice Seminar	Spring	3	0	5		X	Sirleaf,Matiangai V S Liberatore,Beth Terese Horensky,Jaime M	25%
LINGUISTICS									
LIN 1263	Cross-Cultural Communication	Summer	3	10	0				25%
LING 1000	Introduction To Linguistics	Fall, Spring	3	227	7	X	X		25%
LING 1023	Aspects Of The Korean Language (cross-listed with KOREAN 1023; offered AY16.)	Spring	3	0	0	X			100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
LINGUISTICS (continued)									
LING 1060	Language & Society in Korea (cross-listed with KOREAN 1060)	Spring	3	10	0	X		100%	
LING 1235	Language, Gender, and Society	Fall	3	45	0		X	25%	
LING 1580	Language And The Mind	Fall, Spring	3	41	0		Warren,Tessa C	25%	
MUSIC									
MUSIC 0311	Introduction To World Music	F/Sp/Sum	3	479	0	X	X	Harper,Colter Jesse; Ayyagari,Shalini R; Ayyagari, Shalini; Beahrs, Robert O.; Ridwan, Indra; Lwanga, Charles; Harper,Colter Jesse; Helbig,Adriana Nadia; Pinkerton, Emily J	25%
MUSIC 0540	Non-Western Instruments	Spring	1	3	0	X	X	Chatterjee,Samir	50%
MUSIC 1398	Women & Music in Cross-Cultural Perspective (Note: offered AY16)	Spring	3	0	0		X	Johnson,Aaron Joseph	25%
MUSIC 2047	Women & Music in Cross-Cultural Perspective (Graduate Level) (Note: offered AY16)	Spring	3	0	0		X	Johnson,Aaron Joseph	25%
MUSIC 2121	Introduction To Ethnomusicology	Fall	3	0	6	X		Weintraub, Andrew N	25%
MUSIC 2621	Ethnomusicology Seminar	Fall	3	0	4		X	Helbig,Adriana Nadia; Ayyagari, Shalini	25%
NURSING									
TBD	Healthcare in East Asia (course to be partially funded by NRC grant)	Spring	3				X	Greene, William Brian	100%
POLITICAL SCIENCE									
PS 0300	Comparative Politics	F/Sp/Sum	3	398	0	X	X	Perez-Linan,Anibal Sebastian; Alexiadou,Despoina; Chiang,Yunyu	25%
PS 0500	World Politics	F/Sp/Sum	3	434	0	X	X	Jackson,Matthew Ian Spaniel,William J	25%
PS 1326	East Asian Political Economy, 1950-Present (cross-listed with HIST 1446)	Fall	3	7	0	X		Shimizu, Kaoru	100%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
POLITICAL SCIENCE (continued)								
PS 1328	Authoritarian Politics	Spring	3	0	0	X	Ding, Yue	50%
PS 1332	Government & Politics in Contemporary China	Fall	3	30	0		Ding, Yue	100%
PS 1333	Government & Politics of Japan (Note: offered AY16.)	Spring	3			X	Finkel, Mihriban Muge	100%
PS 1336	Business & Political Economy of Modern China	Spring	3	17	1	X	Ding, Yue	100%
PS 1338	Politics in Developing Countries		3			X	Paler, Laura B.	25%
PS 1371	Islam, Law, and Politics (cross-listed with HIST 1794)	Spring	3			X	Jouili, Jeanette Selma Lotte	25%
PS 1378	Building Democracy Around the World	Fall	3	60	3		Morgenstern, Scott	25%
PS 1381	Capstone Seminar in Comparative Politics	Fall, Spring	3	55	0	X	Ames, Barry Charles	25-100%
PS 1384	Topics in Comparative Politics	Fall	3	7	0		Whitehead, Jeffrey Robert	25-100%
PS 2313	Comparative Political Behavior	Spring	3	0	14		Spoon, Jae-Jae M	25%
PS 2327	Issues in Development Management & Policy	Spring	3			X	Themudo, Nuno Da Silva	25%
PS 2351	Gender & Development	Fall	3	0	1		Finkel, Mihriban Muge	25%
PS 2379	Economics of Development (cross-listed with PIA 2510)	Fall	3	0	3		Rabindran, Shanti; Themudo, Nuno Da Silva	25%
PS 2518	Security & Intelligence Studies (cross-listed with PIA 2303)	Fall, Spring	3			X	Grauer, Ryan Daniel	25%
PS 2540	International Political Economy (cross-listed with PIA 2301)	Spring	3	0	9		Hays, Jude Collin	25%
PUBLIC & INTERNATIONAL AFFAIRS								
PIA 2021	Global Governance	Fall, Spring	3	0	112	X	Staniland, Martin; Poznansky, Michael	25%
PIA 2096	Capstone Seminar in Public and International Affairs	Fall, Spring	3	0	84	X	Linardi, Sera; Gonzalez Rivas, Marcela; Picard, Louis A	25%
PIA 2101	Managing Emergencies & Disasters	Spring	3	0	30	X	Comfort, Louise K	25%
PIA 2301	International Political Economy (cross-listed with PS 2540)	Fall	3	0	12	X	Staniland, Martin	25%
PIA 2303	Security & Intelligence Studies (cross-listed with PS 2518)	Fall, Spring	3	0	33	X	Grauer, Ryan Daniel	25%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content	
PUBLIC AND INTERNATIONAL AFFAIRS (continued)									
PIA 2305	Foreign Policy and Diplomacy	Spring	3	0	21	X	X	Skinner,Charles B	25%
PIA 2319	International Trade	Fall	3	0	12		X	Lewin,Michael	25%
PIA 2355	WWII, The Cold War, and their Impact on Developing Nations	Summer	3	0	7			Rizzi,Michael T	25%
PIA 2358	Political Economy of the International Financial System	Spring	3	0	30	X	X	Wilf,Meredith S	25%
PIA 2363	International History	Fall, Spring	3	0	56	X	X	Skinner,Charles B	25%
PIA 2365	Transnational Crime	Spring	3	0	0	X		Williams, Philip	25%
PIA 2372	Political Economy of China	Fall	3	0	0		X	Shimizu,Kaoru	100%
PIA 2510	Economics of Development (cross-listed with PS 2379)	Fall, Spring	3	0	28	X	X	Rabindran,Shanti; Themudo, Nuno Da Silva	25%
PIA 2520	Food Security: Agriculture & Rural Development	Spring	3	1	8		X	Nelson,Paul Jeffrey	25%
PIA 2522	Global Energy	Fall, Spring	3	0	11	X	X	Rabindran,Shanti	25%
PIA 2604	Geopolitics of South Asia	Fall	3	0	5			Hamilton,Alastair McNeish	25%
RELIGIOUS STUDIES									
REL 3377	Directed Study in Religion in Asia	Fall	3	0	5	X	X	Penkower,Linda; Chilson,Clark Van Doren	50-100%
REL 3379	Directed Study in Buddhism	Offered as needed.	3			X	X	Penkower,Linda; Chilson,Clark Van Doren	50%
REL 3385	Directed Study - Chinese Religion Tradition	Offered as needed.	3			X	X	Penkower,Linda	100%
REL 3389	Directed Study - Chinese Buddhism	Offered as needed.	3			X	X	Penkower,Linda	100%
REL 3395	Directed Study - Japanese Religion Tradition	Offered as needed.	3			X	X	Chilson,Clark Van Doren	100%
REL 3399	Directed Study - Japanese Buddhism	Offered as needed.	3			X	X	Penkower,Linda; Chilson,Clark Van Doren	100%
RELGST 0505	Religion in Asia (cross-listed with HIST 0755)	Fall, Spring, Summer	3	52	0	X	X	Chilson, Clark; Pemarathana,Rev Soorakkulame	50%

Course Number	Course Title	Semester	Cr.	2016-17 Enrollments	2017-18 Offered	2018-19 Offered	Instructor	% East Asia Content
RELIGIOUS STUDIES (continued)								
RELGST 0525	Religion & Culture in East Asia (cross-listed with HIST 0475)	Fall, Spring	3	38	0	X	Penkower, Linda; Delgado Creamer, Margarita Angelica	100%
RELGST 1520	Buddhist Civilization Along the Silk Road (cross-listed with HAA 1692)	Fall	3	45	0	X	Delgado, Margarita	50%
RELGST 1540	Saints East and West	Fall	3	0	0	X	Hayden, Milica Bakic	50%
RELGST 1545	Mysticism: East & West	Fall	3	30	0	X	Hayden, Milica Bakic	50%
RELGST 1550	East Asian Buddhism (cross-listed with HIST 1475)	Spring	3	14	0	X	Penkower, Linda	100%
RELGST 1558	Buddhism and Psychology	Fall, Spring	3	78	0	X	Chilson, Clark Van Doren	50%
RELGST 1570	Religion In Japan (cross-listed with HIST 1477)	Spring	3	19	0		Chilson, Clark Van Doren	100%
RELGST 1720	Religion And Culture (cross-listed with ANTH 1771)	Spring	3	3	0		Jouili, Jeanette Selma Lotte	25%
SOCIAL WORK								
SOCWRK 1035	Globl Perspectives Social Work	Spring	3	11	0	X	Goodkind, Sara	25%
SWWEL 2035	Globl Perspectives Social Work (Graduate Level)	Spring	3	0	10	X	Goodkind, Sara	25%
SOCIOLOGY								
SOC 0005	Societies	Fall	3	396	0	X	Epitropoulos, Mike F	25%
SOC 0010	Introduction To Sociology	F/Sp/Sum	3	431	0	X	Singh, Vijai P; Robinson, Candice Ciarra	25%
SOC 0317	Global Society	F/Sp/Sum	3	196	0	X	Burridge, Daniel Patrick	25%
SOC 1107	Cultural Sociology	Fall	3	22	0	X	Brophy, Sorchia A	25%
SOC 1445	Society And Environment	Fall, Spring	3	76	0	X	Paterson, Mark William David	25%
THEATRE ARTS								
THEA 1341	World Theatre: 500 Bce To 1640 (cross-listed with THEA 2205)	Spring	3	35	1	X		25%
THEA 2205	World Theatre: 500 Bce To 1640 (Graduate Level, cross-listed with THEA 1341)		3	0	2	X		25%

1. Project Goal Statement # 1 : Increase the number of students with international competencies who are prepared to enter into careers or advanced degree programs focused on East Asia.												
2. Performance Measures		3. Activities		4. Data/ Indicators	5. Fre- quency	6. Data Source	7. Baseline and Targets					
							BL	T1	T2	T3	T4	
A. Increase by 10% the number of students who have developed international competencies with a focus on East Asia upon graduation.	A.1 Develop new credentials and programs to make East Asian Studies more attractive and available to students from across departments and professional schools including Global Asia certificate, related concentration in Global Asia, and study abroad programs in Asia particularly in the health science and engineering fields.	ASC undergraduate certificate options listed in University course catalogue	Annually	University Registrar		1	1	1	2			
		Number of Pitt students enrolled in an ASC sponsored certificate, degree, or other credential program	Annually	University	57	59	61	63	65			
		A.2 Promote engagement with competency building activities through MyPittGlobal platform	Percentage of Pitt students engaging with the MyPittGlobal platform	Annually	Suitable/My PittGlobal	4%	5%	6%	6%	8%		
		ASC students indicating level 3 or higher competency in annual assessment	Annually	Suitable/My PittGlobal	0%	5%	10%	15%	20%			
	A.3 Create avenues for students to demonstrate international and EAS competency through a comprehensive ASC digital portfolio.	percentage of ASC student digital portfolios scored as competent on at least three of seven student learning outcomes	Annually	Center Records, digital portfolio database		0%	50%	55%	60%	65%		
B. Increase by 10% the number of students completing ASC-focused research projects, presentations, internships, and other experiences to build academic and career competency by the end of the grant period.	B.1 Continue to organize and support the Pittsburgh Asia Consortium Undergraduate Research Conference, create and promote interdisciplinary ASC capstone courses to enhance undergraduate research skills, and create other undergraduate presentation opportunities	Number of students participating in the Pittsburgh Asia Consortium Undergraduate Research Conference	Annually	Center Records		32	32	33	34	35		
		Number of students enrolled in ASC related capstone courses	Annually	Peoplesoft, EALL records		32	34	35	36	37		
		B.2 Expand, promote, and support opportunities for students to participate in an East Asia related internship	Number of students participating in an East Asia related internship	Annually	Center records		12	12	13	14	15	
		Number of posts on center social media accounts about internship options	Annually	Facebook analytics, center data		3	5	6	7	8		
C. Increase by 10% the number of Pitt students participating in ASC sponsored professional identity and career awareness programs by the end of the grant period.	C.1 Organize and publicize information sessions and networking opportunities through the University Center for International Studies (UCIS) International Career Toolkit Series.	Number of students attending Toolkit series events each year	Annually	UCIS records/Event tracker		65	67	70	72	75		
		Number of Toolkit career readiness events run each year	Annually	Event Tracker		12	13	14	15	16		
	C.2 Train undergraduate and graduate student interns to provide effective peer mentorship and advising on preparing digital portfolios	Percentage of student portfolios evaluated with a score of 60 or above	Annually	UCIS records/Provost report		0%	50%	55%	60%	65%		
	C.3 Create workshops, a new one credit course, and UCIS digital portfolio to help build and demonstrate East Asia interested Pitt students' professional identity and career awareness	One-credit course offered and listed in course catalogue	Annually	University registrar		0	0	1	1	1		
		Number of ASC students enrolled in course	Annually	Peoplesoft		0	0	5	7	10		
		percentage of ASC student digital portfolios evaluated to demonstrate competency in professional identity	Annually	Center Records		0	0	20%	30%	40%		

Appendix 4 - Performance Measure Forms
University of Pittsburgh -Asian Studies Center

1. Project Goal Statement #2 : Increase the number of students completing intermediate and advanced coursework in East Asian languages through Pitt.										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Fre- quency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A. Increase student retention in East Asian Language courses from first to second year by 10% and increase total enrollment in third and fourth year EA language courses by 5%.	A.1 Expand events, extracurricular activities, and language support for students in East Asian languages, including tutoring, language partnerships, partnerships with the English Language Institute, and programming the target language)	Percent of students retained from first to second year EA language courses	Annually	EALL records, Peoplesoft	53%	54%	56%	58%	60%	
		Number of language support events each year	Annually	Center records	6	7	8	9	10	
		Number of students involved in language tutoring, co-curricular language events, and language partnerships programs	Annually	Center Records, EALL records	159	165	168	172	175	
	A.2 Use TVI funding to support advanced academic year Korean, Chinese, and Japanese, and intermediate and advanced academic year Vietnamese, and work with other TVI centers to increase access to advanced Korean, Chinese, Japanese, Vietnamese, and Tibetan in the summer.	Number of students enrolled in 3rd and 4th year language each year, including fall, spring, and summer terms	Annually	Peoplesoft, EALL records, Center records	123	125	127	128	129	
B. Increase by 5% study abroad activities that include foreign language study, especially at the intermediate and advanced levels.	B.1 Expand and promote opportunities for students to engage in intensive overseas language study and research with primary language sources in collaboration with the study abroad office, study abroad partnership programs, and key institutions in East Asia.	Number of students enrolled each year in study abroad activities that include intermediate or advances level study of East Asian Languages	Annually	Peoplesoft, S	28	28	29	30	31	
		Number of exchange agreements with East Asian institutions for student exchange	Annually	Study abroad	25	25	25	26	27	
C. Increase by 10% East Asian Studies participation in Foreign Language across the Curriculum to provide more opportunities for students to study and use advanced language skills.	C.1 Collaborate with NRCs at UNC, UCIS area studies centers, School of Education, and language departments to offer workshops and seminars on teaching language across the curriculum	Number of graduate student and faculty participants at workshops each year	Annually	Event Tracker	0	3	5	5	7	
		Number of courses proposed to include East Asian Language sections	Annually	Center records	0	0	1	2	2	
	C.2 Use TVI funding to offer course development grants for courses that include advanced language recitation sections, and support courses that are developed to be offered at Pitt	Number of courses listed in the course catalog that include advanced East Asian language sections	Annually	course catalog	0	0	0	1	2	
		Number of students enrolled in advanced language recitation sections	Annually	Peoplesoft	0	0	0	8	16	

Appendix 4 - Performance Measure Forms
University of Pittsburgh - Asian Studies Center

1. Project Goal Statement #3 : Increase East Asia competencies of K-16 students, especially at underserved schools, MSIs, and community colleges by providing opportunities for experiential learning and study of EA region and languages									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 10% the number of ASC sponsored educational and cultural outreach programming for K-12 students by the end of the grant period.	A.1 Provide a range of educational and cultural programming for K-12 students, including school visits by expert speakers on East Asian subjects, the annual Pitt Model United Nations high school conference, Pennsylvania Governor's School of International Studies, the annual Japanese Speech contest, support for cultural craft production workshops for K-12 students, Cultural programming associated with East Asian festivals for K-12 students, and the Pitt STARTALK summer Chinese	Number of ASC sponsored educational and cultural outreach programs provided for K-12 each year	Annually	Center records	2400	2500	2550	2600	2650
B. Increase by 10% the number of K-12 schools with underserved (Using PA Dept. of Education data) populations participating in ASC sponsored outreach activities by the end of the grant period.	B.1. Contact administration and faculty at regional K-12 schools with large underserved populations to create and/or participate in ongoing meaningful enrichment opportunities for their students	Number of K-12 schools with underserved populations contacted each year	Annually	Center records	18	18	19	20	21
	B.2. Increase access and logistical support to host programs at K-12 schools or bring K-12 students to Pitt for on-campus events.	Number of K-12 schools with underserved and/or minority populations participating in ASC outreach events each year	Annually	Center records	9	9	10	10	11
C. Increase by 10% the participation of students at partner MSIs and community colleges who participate in ASC sponsored programs, including study abroad, EAS courses, and East Asian language study	C.1 Work with faculty and administrators at partner institutions to increase their students' access to ASC sponsored language teaching, study abroad, and area studies courses on their own campuses, and through the Pittsburgh region cross register system.	Number of students at partner MSIs and community colleges participating in ASC sponsored content.	Annually	Center records	0	2	5	6	8
	C.2 In partnership with MSIs and community colleges, create and promote new study abroad and study away opportunities for students on their campus	Number of students participating in study away and study abroad activities from partner institutions	Annually	Center records	0	0	1	1	2

Appendix 4 - Performance Measure Forms
University of Pittsburgh - Asian Studies Center

1. Project Goal Statement #4 : Increase international competencies of K-16 faculty, especially at K-12 underserved schools, MSIs, and community colleges, in collaboration with the School of Education through professional development and infusing EAS content into the curriculum.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Fre- quency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 10% the number of ASC-sponsored professional development opportunities for K-16 faculty by the end of the grant.	A.1 Expand and organize professional development opportunities, including curriculum development workshops, EAS teacher training courses, language teacher training courses, and other EAS programming for K-16 faculty.	Number of K-12, CC, and MSI faculty participating in events each year	Annually	Attendance Tracker	177	180	187	192	200
		Number of professional development opportunities supported	Annually	Center records	18	18	19	19	20
B. Increase by 10% MSI and community college/ Pitt collaborations	B.1 Contact faculty and administrators at MSI and Community colleges to facilitate faculty collaboration with Pitt faculty and between partner MSIs and community colleges	Number of faculty participating in partnerships	Annually	Faculty reporting, center records	3	3	4	4	5
		Number of new programs and modules produced	Annually	Faculty reporting, center records	0	0	1	2	3
C. Continue to build the ASC PAGE Pre-education Student internship program in partnership with the Pitt School of Education to include Foreign Language Education students as well as Social Studies preservice teachers.	C.1 Provide 3-credit internships to undergraduates to participate in multiple sustained high-impact K-12 classroom experiences teaching about Asia or an Asian language and develop and receive feedback on a unit plan.	Number of students receiving credit for participation in pre-ed internship program by the end of the cycle.	Annually	Peoplesoft	1	1	2	2	2
		Number of classroom visits and co-teaching experiences logged by pre-ed students each year.	Annually	student and supervisor reports	5	5	10	10	10
	C.2 Support student and faculty mentors from the Masters of Teaching (MAT) program to consult with undergraduate interns and to identify qualified and experienced in-classroom supervisors to provide instruction and feedback on presentations.	Number of pre-ed interns earning a grade of B or higher on the internship experience and final portfolio presentation (summative analysis)							
			Annually	Student feedback	1	1	2	2	2
		Number of pre-ed interns entering a teacher certification program since beginning of the PAGE program	End of grant	Graduate	0	0	0	0	2

Appendix 4 - Performance Measure Forms
University of Pittsburgh - Asian Studies Center

1. Project Goal Statement 5: Increase understanding of East Asia among regional businesses and professional communities, media, community leaders, and general public.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Fre- quency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number and type of business, arts, and professional outreach programs.	A.1 Offer and promote programming targeted at regional businesses and professional organizations, such as Litigating the Comfort Women, How to do Business in China, and Japanese culture and language for engineers	Number of programs offered	Annually	Center Records	2	2	3	3	3
		Number of program types offered	Annually	Center Records	1	1	2	2	2
	A.2 Collaborate with local business to develop global briefings, workshops, and webinars to address the needs of the professional community	Number of modules created in collaboration with business community	Annually	Center Records	0	0	1	2	2
		Number of users for the above products	Annually	Center Records	0	0	20	30	30
B. Increase by 10% the number of ASC-sponsored and community sponsored ASC participant outreach activities	B.1 Partner with community organizations such as World Affairs Council, regional ethnic communities, and local non-profit and arts and cultural organizations, including museums theaters, and libraries, to develop and publicize ASC sponsored programming and cultural events accessible to the public	Number of ASC sponsored or partnership events	Annually	Center Records	3	3	4	4	5

**UNIVERSITY OF PITTSBURGH - ASIAN STUDIES CENTER
EAST ASIA UNDERGRADUATE NATIONAL RESOURCE CENTER
2018-2022 BUDGET REQUEST**

PROPOSED ACTIVITIES & EXPENDITURES	Priority	Rate	2018-19	2019-20	2020-21	2021-22	Narrative Page #	Performance Measure
I. Personnel								
A. Administrative								
1. Director @ 50% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
2. Associate Director @ 65% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
3. Assistant Director of Partnerships and Programming Oversight of all NRC-related post-secondary activities. 35% effort.							9	
	Absolute 1, 2 Competitive 1, NRC Competitive 2, NRC	FY Base Pay \$55,000, balance of support from UCIS, salary inflation 3%.	\$12,000.00	\$12,360.00	\$12,730.80	\$13,112.72		1B1, 2A1, 3A1, 3B1, 3B2, 4A1, 5A1, 5A2, 5B1
Fringe		36.20%	\$4,344.00	\$4,474.32	\$4,608.55	\$4,746.81		
4. Assistant Director of Academic Affairs Oversight of all FLAS and area studies advising @ 100% effort Fringe							9	
	Competitive 1, FLAS Competitive 2, FLAS	FY Base Pay \$55,000, balance of support from UCIS	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00		1A1, 1A2, 1A3, 1B2, 1C1, 1C2, 1C3
		36.20%	\$2,172.00	\$2,172.00	\$2,172.00	\$2,172.00		
5. Administrative Assistant Management of FLAS grants and reporting @ 50% effort, 100% funded by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	9	
							2A2	
6. Financial Administrator @ 50% effort, funded 100% by Pitt.			\$0.00	\$0.00	\$0.00	\$0.00	6	
7. FLAC Program Assistant & Language Proficiency Coordinator							3, 31	
	Absolute 1 Competitive 2, FLAS	Co-sponsored with 5 other UCIS Centers and DSAS	\$4,800.00	\$4,944.00	\$5,092.32	\$5,245.09		2A1, 2C1, 2C2
Fringe		36.20%	\$1,737.60	\$1,789.73	\$1,843.42	\$1,898.72		
Subtotal Administrative Staff			\$31,053.60	\$31,740.05	\$32,447.09	\$33,175.34		
B. Area Studies Curriculum Development								
1. Senior Lecturer in Korean Language and Culture 50% by NRC and 50% by Pitt. 4 courses every year in Korean literature and culture. Recruitment will occur in Year 1 of grant.	Absolute 1	FY Base Pay \$60000; balance paid by DSAS.	\$0.00	\$30,000.00	\$30,900.00	\$31,827.00	2	
Fringe		29.90%	\$0.00	\$8,970.00	\$9,239.10	\$9,516.27		
2. Instructor for East Asian Regionalism Dr. Gemma Marolda (75% by NRC and 25% by	Absolute 1	\$4000 per course. Co- sponsored with Political Science.	\$0.00	\$3,000.00	\$0.00	\$0.00	37	

Fringe		29.90%	\$0.00	\$897.00	\$0.00	\$0.00		
3. Instructor for Global East Asia	Absolute 1	\$4000 per course	\$0.00	\$4,000.00	\$0.00	\$4,000.00	3, 36	1A1
<i>Dr. James Cook</i>								
Fringe		29.90%	\$0.00	\$1,196.00	\$0.00	\$1,196.00		
4. Instructor for Healthcare in East Asia	Absolute 1	\$4000 per course. Co-sponsored with the School of Nursing.	\$1,000.00	\$0.00	\$1,000.00	\$0.00	37	
<i>Dr. Brian Greene (25% by NRC and 75% by Pitt)</i>								
Fringe		29.90%	\$299.00	\$0.00	\$299.00	\$0.00		
5. Instructor for Comparative Regionalism of Europe & East Asia	Absolute 1	\$4000 per course. Co-sponsored with the European Studies Center	\$0.00	\$0.00	\$0.00	\$2,000.00	3	
<i>Dr. Gemma Marolda (50% by NRC and 50% by Pitt)</i>								
Fringe		29.90%	\$0.00	\$0.00	\$0.00	\$598.00		
6. Instructor for Asia Pop	Absolute 1		\$3,000.00	\$0.00	\$0.00	\$3,000.00	3	
Fringe		29.90%	897			897		
Subtotal Area Studies			\$5,196.00	\$48,063.00	\$41,438.10	\$53,034.27		
C. Language Curriculum Development								
1. Language Instructor for Tibetan							30	
<i>To be offered starting in year 2 via distance technology in cooperation with the University of Virginia. Instructor hired for first and second year in year 3-4</i>	Competitive 2, FLAS	\$4000 per course	\$0.00	\$4,000.00	\$8,000.00	\$8,000.00		2A2
Fringe		29.90%	\$0.00	\$1,196.00	\$2,392.00	\$2,392.00		
2. Language Instructor for Vietnamese		\$4000 per course. Co-sponsored with DSAS	\$2,000.00	\$2,000.00	\$4,000.00	\$4,000.00	2	2A2
<i>Dr. Hahn Nguyen First year in year 1-2, first and second year in year 3-4</i>	Competitive 2, FLAS							
Fringe		29.90%	\$598.00	\$598.00	\$1,196.00	\$1,196.00		
3. Language Instructor for Korean	Competitive 2, FLAS	\$4000 per course, 2 courses per year. Funded in cooperation with Pitt ASC Korea Endowment.	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	2	2A2
<i>Add a second section for first year Korean in year 1-4 (75% by NRC and 25% by Pitt)</i>								
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,794.00	\$1,794.00		
4. Support for Advanced East Asian Languages	Competitive 2, FLAS	\$4000 per course, 2 courses each in Chinese, Japanese, and Korean per year. Funded in cooperation with Pitt EA Endowments.	\$6,000.00	\$6,000.00	\$4,000.00	\$4,000.00	2	2A2, 2C2
<i>Support for 4th Year in Japanese, Korean, and Chinese</i>								
<i>Instructors: Stephen Luft, Mi-Hyun Kim, Xi Yu</i>								
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,196.00	\$1,196.00		

6. Language Trailer Course Instructors <i>Support for three courses in Years 2-4.</i>	Absolute 1,	\$1500 per course. Funded	\$0.00	\$3,500.00	\$3,500.00	\$3,500.00	31	2C1, 2C2
	Competitive 2, FLAS	in cooperation with Pitt EA endowments						
Fringe		29.90%	\$0.00	\$1,046.50	\$1,046.50	\$1,046.50		
Subtotal Language Curriculum Development			\$18,186.00	\$27,928.50	\$33,124.50	\$33,124.50		
D. Outreach								
1. Outreach Coordinator <i>Oversight and administration of Pitt ASC K-12 outreach programs. 40% of 100% appointment.</i>	Absolute 1, 2	FY Base pay \$47000;	\$18,800.00	\$19,364.00	\$19,944.92	\$20,543.27	5	3A1, 3B1, 3B2, 4A1, 4C1, 4C2,
	Competitive 2, NRC	balance from ASC. 3% yearly increase						
Fringe		36.20%	\$6,805.60	\$7,009.77	\$7,220.06	\$7,436.66		
Subtotal outreach			\$25,605.60	\$26,373.77	\$27,164.98	\$27,979.93		
TOTAL SALARIES			\$80,041.20	\$134,105.32	\$134,174.67	\$147,314.05		
II. Fringe Benefits								
See above								See above
III. Travel								
A. International Travel								
1. East Asian Library Bibliographers' Travel <i>Yearly travel to Beijing to develop East Asian Library's collection</i>							5	
Per diem in Beijing (\$119) for three days			\$357.00	\$357.00	\$357.00	\$357.00		
Lodging			\$643.00	\$643.00	\$643.00	\$643.00		
Airfare			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		
Subtotal International Travel			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00		
B. Domestic Travel								
1. MSIs/Community College Faculty Development Collaborations. <i>Travel to MSI/Community Colleges for EA faculty development workshops. 3 people, twice a year.</i>	Competitive 1, NRC	Middle Georgia State College					2, 44	3C1, 3C2, 4A1, 4B1,
Per diem in Macon, GA (\$51) for 1.5 days, 3 people, twice a year			\$459.00	\$459.00	\$459.00	\$459.00		
Lodging (provided by MGSU)			\$0.00	\$0.00	\$0.00	\$0.00		
Airfare			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00		
2. Director travel to Washington D.C. for NRC Consultation								

<i>Travel to Washington D.C. in third year of grant cycle</i>								
Per diem in Washington D.C. (\$69) for two days			\$0.00	\$0.00	\$138.00	\$357.00		
Lodging			\$0.00	\$0.00	\$140.00	\$643.00		
Mileage reimbursement			\$0.00	\$0.00	\$272.50	\$1,000.00		
Subtotal Domestic Travel			\$1,659.00	\$1,659.00	\$2,209.50	\$3,659.00		
TOTAL TRAVEL			\$3,659.00	\$3,659.00	\$4,209.50	\$5,659.00		
V. Supplies								
1. Supplies for NRC related Activities			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	40-47	
2. Printing & Supplies for NRC-supported conferences			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	40-47	
3. Georgia Consortium materials			\$500.00	\$500.00	\$500.00	\$500.00	13	3C2, 4A1, 4B1,
4. EA Library Development							24-26	
<i>Increase access for students and public to EA research materials.</i>			\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00		
5. Chinese Village-level Gazetteers							5, 25	
<i>Funds to scan and develop online database of village-level records.</i>			\$1,500.00	\$1,000.00	\$0.00	\$0.00		
TOTAL SUPPLIES AND MATERIALS			\$15,000.00	\$14,500.00	\$13,500.00	\$13,500.00		
VIII. Other								
A. Outreach								
K-12/Social Studies								
1. Mid-Atlantic Region Association of Asian Studies Social Studies Workshop							44	
<i>for K-12 educators in the Mid-Atlantic Region</i>	Absolute 2	Co-sponsored with the Association of Asian Studies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		3C2, 4A1, 4B1,
	Competitive 2, NRC							
2. East Asia in Local Schools							43	
<i>Classroom programs in K-12 schools</i>	Absolute 2	Co-sponsored by Japan American Society of Pennsylvania and Confucius Institute	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1, 3B1, 3B2, 4A1, 4C1, 4C2
	Competitive 2, NRC							
3. Digital East Asia Online							43	3B1, 3B2
a. Global 360°	Absolute 2	Co-sponsored with 5 other UCIS Centers	\$700.00	\$300.00	\$300.00	\$300.00		
	Competitive 2, NRC							
b. Web Resources for Educators	Absolute 2	Co-sponsored with the Freeman Foundation	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	40	4A1
	Competitive 2, NRC							
4. Pennsylvania Governor's School							43	
<i>Summer residential program for high school students</i>		Co-sponsored with GSC	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1
5. Model United Nations		Co-sponsored with 5 other UCIS Centers	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	42	3A1

6. K-12 Teacher Training Programs for teachers from foreign languages, language arts, and social studies	Absolute 2							
a. East Asia K-12 Educators Study Tours (Stipends to educators)	Absolute 2 Competitive 2, NRC	Co-sponsored by the Freeman Foundation	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	41-43	4A1, 4C1, 4C2
a. Summer Institute for Pennsylvania Teachers	Absolute 2 Competitive 2, NRC	In cooperation with the College in High School program	\$0.00	\$1,500.00	\$2,500.00	\$2,500.00	42	3A1,3B1, 3B2, 4A1
b. Global Issues Through Literature	Absolute 1, 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$910.00	\$910.00	\$910.00	\$910.00	46	3A1, 3B1, 3B2, 4A1
c. Interdisciplinary Global Educators	Absolute 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$1,690.00	\$1,690.00	\$1,690.00	\$1,690.00	46	3A1, 3B1, 3B2, 4A1
d. Workshops in conjunction with Pitt ASC Conferences	Absolute 1,2 Competitive 2, NRC		\$750.00	\$750.00	\$750.00	\$750.00	3	
K-12/Language								
7. Chinese in K-12 schools	Absolute 2	CI	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	46	3A1, 3B1, 3B2, 4A1
8. PA High School Japanese Speech Contest	Absolute 2	Japan America Society of Pennsylvania (JASP)	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
9. PA High School Chinese Speech Contest	Absolute 2	CI	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
10. PA High School Korean Speech Contest	Absolute 2		\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
11. Japanese Pedagogy Educator Workshops	Absolute 2	JASP	\$500.00	\$500.00	\$500.00	\$500.00	42-43	4A1
Postsecondary/Area Studies								
12. Pre-Service educator programs from foreign languages, language arts, and social studies	Absolute 2 Competitive 2, NRC							
a. Partnership for Advancing Globalized Education	Absolute 2 Competitive 2, NRC	In cooperation with the School of Education.	\$1,125.00	\$1,125.00	\$1,125.00	\$1,125.00	45	4C1,4C2
b. Pennsylvania Teaching International Studies Through the Arts program for K-12 educators	Absolute 2 Competitive 2, NRC		\$0.00	\$4,000.00	\$0.00	\$4,000.00	45	3A1, 3B1, 3B2, 4A1
13. MSI/Community College Collaborations <i>Workshops, webinars and resources</i>	Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers and MSI/Community College Partners	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	45	3C1, 3C2, 4B1
14. Nine University and College International Studies Consortium of Georgia Workshops	Competitive 1, NRC	Co-sponsored with the Nine University and College International Studies Consortium of Georgia	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	3C1, 3C2, 4B1

15. Young Scholar China Curriculum Development Workshops	Competitive 1, NRC	Sponsored in cooperation with the Chiang Ching-kuo Foundation	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	4B1
16. Conferences on the theme of "Global East Asia"							3	
a. Migrants and Globalization <i>a conference on the East Asian diaspora</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$5,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
b. East Asian Diaspora: Labor and Infrastructure in the Americas <i>A conference on the connections between East Asia and infrastructure in the Americas</i>	Absolute 1	Funded in part by DSAS and Pitt endowments.	\$4,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
c. Asia Pop speaker series <i>A speaker series about the global reach of Asian popular music.</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$3,000.00	\$0.00	\$0.00	\$3,000.00		1A1, 1A2
d. Sexual Slavery in Asia Conference <i>A conference analyzing the legal considerations of sexual slavery in Asia.</i>	Absolute 1	Funded in part by School of Law and Korea Foundation.	\$3,000.00	\$0.00	\$0.00	\$0.00		5A1, 5A2, 5B1
e. China and the Persianate World <i>A conference on the connections between China and the Persianate World</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$4,000.00	\$0.00	\$0.00		
f. Buddhism and Politics <i>A conference on the interplay of religion and politics in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$0.00	\$0.00	\$4,000.00	\$0.00		
g. Mapping Maritime Continuity Between East Asia and Africa <i>A conference analyzing East Asia's connections with Africa</i>	Absolute 1	Co-funded with the African Studies Program.	\$0.00	\$0.00	\$3,000.00	\$0.00		
h. China and the Globalization of Commercial Law <i>A conference analyzing China's effect on the globalization of commercial law</i>	Absolute 1	Funded in part by School of Law and Pitt China endowment.	\$0.00	\$0.00	\$4,000.00	\$0.00		5A1, 5A2, 5B1
17. Conferences on the theme of "Digital Creation"							5, 6	
a. Digital East Asia-Connectivity <i>A series of workshops on the digital humanities in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00		51A
b. Manchu Translation <i>A conference on the translation of Manchu texts</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$3,000.00	\$0.00	\$0.00		
c. Development from the Bottom Up-- Village-level administration as a factor in China's 40-year Economic Boom <i>A conference on local administration in China</i>	Absolute 1	Funded in part by DSAS and China Endowments.	\$0.00	\$0.00	\$0.00	\$3,000.00		

18. Conferences on the theme of "Exploring East Asian Culture."							3	
a. Writing China from the Ground Up <i>A conference on nonfiction writing</i>	Absolute 1		\$5,000.00	\$0.00	\$0.00	\$0.00		
b. Japanese Food for Thought <i>A conference on Japanese food</i>	Absolute 1	Funded in part by DSAS and Pitt Japan endowments.	\$0.00	\$5,000.00	\$0.00	\$0.00		
25. Speaker travel (domestic) <i>Travel support for domestic speakers for 2-4 conferences per year.</i>			\$3,200.00	\$3,900.00	\$2,000.00	\$2,200.00	3	1A1, 5A1
26. Speaker travel (international) <i>Travel support for international speakers for 2-4 conferences per year.</i>			\$4,250.00	\$2,140.00	\$1,800.00	\$1,500.00	3	1A1, 5A1
Postsecondary/Language								
28. Pennsylvania Chinese Speech Contest <i>Statewide contest for college students</i>	Competitive 1, NRC	Co-sponsored with Pitt CI	\$500.00	\$500.00	\$500.00	\$500.00	46	
29. East Asian Languages Regional Instructor Workshop <i>for teachers of C, J, and K - Prof service fees for lecturers, travel/per diem, and materials</i>	Absolute 2 Competitive 1, NRC	Co-sponsored by EALL	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	46	2A1, 2A2, 2C1, 2C2
30. Language Trailer Course Development	Absolute 1, Competitive 2, FLAS		\$3,000.00	\$0.00	\$0.00	\$0.00	31	2C1, 2C2
31. FLAC Coordinator Travel			\$0.00	\$1,500.00	\$0.00	\$0.00	31	2C1, 2C2
Postsecondary/Career Advising								
32. "International Toolkit" Undergraduate Student Program <i>a. Career Workshops</i>	Absolute 1 Competitive 1, NRC		\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	4,17,19,20,38,39	1C1, 1C3
<i>b. Career Readiness and International Toolkit Graduate Fellow</i>	Absolute 1 Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		1B2, 1C1, 1C2, 1C3
33. ASConnect Alumni programming and tracking <i>for NRC activities.</i>			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	26	
Business, Media, General								
36. Shanghai Refugees curriculum development <i>Consultation and curriculum development for a documentary on WWII refugees displaced to Shanghai.</i>	Absolute 2	Funded in conjunction with NEH grant for documentary film.	\$5,000.00	\$2,500.00	\$2,500.00	\$0.00	47	5A2, 5B1
37. Support of Local Asian Film Festivals			\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	48	5B1

38. Museum Partnerships in East Asia	Absolute 2		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	12, 28, 47	5B1
39. Toshiba Japan Lecture Series			\$250.00	\$250.00	\$250.00	\$250.00	47	5A2, 5B1
Subtotal Outreach			\$81,975.00	\$73,665.00	\$65,925.00	\$62,325.00		
B. Course Development								
1. Digital Technology in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$1,000.00	\$0.00	\$0.00	\$0.00	3, 6, 37	
2. Religion and Medicine in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$1,000.00	\$0.00	\$0.00	3, 37	
3. Modern Music: East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$0.00	\$1,500.00	\$0.00	37	
4. Contemporary Chinese Non-Fiction Course development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC China Endowment.	\$2,000.00	\$0.00	\$0.00	\$0.00	3	
Subtotal Course Development			\$3,000.00	\$1,000.00	\$1,500.00	\$0.00		
C. ASC Program Evaluation								
1. On-line Instrument development and upkeep.		In cooperation with UCIS	\$1,500.00	\$1,000.00	\$500.00	\$0.00	14-17	
2. Survey management		In cooperation with UCIS	\$750.00	\$1,000.00	\$1,000.00	\$2,000.00	14-17	
3. Focus groups of students and faculty		In cooperation with UCIS	\$0.00	\$1,000.00	\$0.00	\$1,000.00	14-17	
4. External Evaluation					\$4,000.00		14-17	
5. Analysis and Reports with outside consultant		In cooperation with UCIS	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	14-17	
Subtotal Evaluation			\$4,250.00	\$5,000.00	\$7,500.00	\$5,000.00		
TOTAL OTHER			\$89,225.00	\$79,665.00	\$74,925.00	\$67,325.00		
IX. Total Direct Costs			\$187,925.20	\$231,929.32	\$226,809.17	\$233,798.05		
FOUR YEAR TOTAL						\$880,461.73		
X. Indirect Cost @8%			\$15,034.02	\$18,554.35	\$18,144.73	\$18,703.84		
FOUR YEAR TOTAL INDIRECT						\$70,436.94		
TOTAL NRC COST WITH INDIRECT			\$202,959.22	\$250,483.66	\$244,953.90	\$252,501.89		
NRC FOUR YEAR TOTAL COST						\$950,898.67		
XI. Training Stipends								
Academic Year Fellowships								

Graduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Three (3) Institutional Payments: Tuition/Fees @ \$18,000	Competitive 2, FLAS		\$54,000.00	\$54,000.00	\$54,000.00	\$54,000.00		
Three (3) Stipend Payments @ \$15,000	Competitive 2, FLAS		\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00		
Undergraduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Institutional Payments: Tuition/Fees @ \$10,000	Competitive 2, FLAS		\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00		
Five (5) Stipend Payments @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Summer Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Undergraduate and Graduate Student Fellowships: Tuition/Fees @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Five (5) Stipend Payments @ \$2,500	Competitive 2, FLAS		\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00		
FLAS Fellowships Total			\$211,500.00	\$211,500.00	\$211,500.00	\$211,500.00		
FLAS GRAND TOTAL						\$846,000.00		
XII. Total Costs			\$414,459.22	\$461,983.66	\$456,453.90	\$464,001.89		
NRC and FLAS GRAND TOTAL						\$1,796,898.67		

Note: Project Director Joseph Alter will manage the grant and take part in some of these grant activities as part of his regular responsibilities as Director of the Asian Studies Center. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

Budget Narrative File(s)

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**UNIVERSITY OF PITTSBURGH - ASIAN STUDIES CENTER
EAST ASIA UNDERGRADUATE NATIONAL RESOURCE CENTER
2018-2022 BUDGET REQUEST**

PROPOSED ACTIVITIES & EXPENDITURES	Priority	Rate	2018-19	2019-20	2020-21	2021-22	Narrative Page #	Performance Measure
I. Personnel								
A. Administrative								
1. Director @ 50% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
2. Associate Director @ 65% effort, funded 100% by Pitt			\$0.00	\$0.00	\$0.00	\$0.00	6	
3. Assistant Director of Partnerships and Programming Oversight of all NRC-related post-secondary activities. 35% effort.							9	
Fringe								
4. Assistant Director of Academic Affairs Oversight of all FLAS and area studies advising @ 100% effort	Absolute 1, 2 Competitive 1, NRC Competitive 2, NRC	FY Base Pay \$55,000, balance of support from UCIS, salary inflation 3%.	\$12,000.00	\$12,360.00	\$12,730.80	\$13,112.72		1B1, 2A1, 3A1, 3B1, 3B2, 4A1, 5A1, 5A2, 5B1
Fringe		36.20%	\$4,344.00	\$4,474.32	\$4,608.55	\$4,746.81		
5. Administrative Assistant Management of FLAS grants and reporting @ 50% effort, 100% funded by Pitt	Competitive 1, FLAS Competitive 2, FLAS	FY Base Pay \$55,000, balance of support from UCIS	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	9	1A1, 1A2, 1A3, 1B2, 1C1, 1C2, 1C3
Fringe		36.20%	\$2,172.00	\$2,172.00	\$2,172.00	\$2,172.00		
6. Financial Administrator @ 50% effort, funded 100% by Pitt.			\$0.00	\$0.00	\$0.00	\$0.00	9	2A2
7. FLAC Program Assistant & Language Proficiency Coordinator			\$0.00	\$0.00	\$0.00	\$0.00	6	
							3, 31	
Fringe	Absolute 1 Competitive 2, FLAS	Co-sponsored with 5 other UCIS Centers and DSAS	\$4,800.00	\$4,944.00	\$5,092.32	\$5,245.09		2A1, 2C1, 2C2
Fringe		36.20%	\$1,737.60	\$1,789.73	\$1,843.42	\$1,898.72		
Subtotal Administrative Staff			\$31,053.60	\$31,740.05	\$32,447.09	\$33,175.34		
B. Area Studies Curriculum Development								
1. Senior Lecturer in Korean Language and Culture 50% by NRC and 50% by Pitt. 4 courses every year in Korean literature and culture. Recruitment will occur in Year 1 of grant.	Absolute 1	FY Base Pay \$60000; balance paid by DSAS.	\$0.00	\$30,000.00	\$30,900.00	\$31,827.00	2	
Fringe		29.90%	\$0.00	\$8,970.00	\$9,239.10	\$9,516.27		
2. Instructor for East Asian Regionalism Dr. Gemma Marolda (75% by NRC and 25% by	Absolute 1	\$4000 per course. Co- sponsored with Political Science.	\$0.00	\$3,000.00	\$0.00	\$0.00	37	

Fringe		29.90%	\$0.00	\$897.00	\$0.00	\$0.00		
3. Instructor for Global East Asia <i>Dr. James Cook</i>	Absolute 1	\$4000 per course	\$0.00	\$4,000.00	\$0.00	\$4,000.00	3, 36	1A1
Fringe		29.90%	\$0.00	\$1,196.00	\$0.00	\$1,196.00		
4. Instructor for Healthcare in East Asia	Absolute 1	\$4000 per course. Co-sponsored with the School of Nursing.	\$1,000.00	\$0.00	\$1,000.00	\$0.00	37	
<i>Dr. Brian Greene (25% by NRC and 75% by Pitt)</i>								
Fringe		29.90%	\$299.00	\$0.00	\$299.00	\$0.00		
5. Instructor for Comparative Regionalism of Europe & East Asia	Absolute 1	\$4000 per course. Co-sponsored with the European Studies Center	\$0.00	\$0.00	\$0.00	\$2,000.00	3	
<i>Dr. Gemma Marolda (50% by NRC and 50% by Pitt)</i>								
Fringe		29.90%	\$0.00	\$0.00	\$0.00	\$598.00		
6. Instructor for Asia Pop	Absolute 1		\$3,000.00	\$0.00	\$0.00	\$3,000.00	3	
Fringe		29.90%	897			897		
Subtotal Area Studies			\$5,196.00	\$48,063.00	\$41,438.10	\$53,034.27		
C. Language Curriculum Development								
1. Language Instructor for Tibetan							30	
<i>To be offered starting in year 2 via distance technology in cooperation with the University of Virginia. Instructor hired for first and second year in year 3-4</i>	Competitive 2, FLAS	\$4000 per course	\$0.00	\$4,000.00	\$8,000.00	\$8,000.00		2A2
Fringe		29.90%	\$0.00	\$1,196.00	\$2,392.00	\$2,392.00		
2. Language Instructor for Vietnamese		\$4000 per course. Co-sponsored with DSAS	\$2,000.00	\$2,000.00	\$4,000.00	\$4,000.00	2	2A2
<i>Dr. Hahn Nguyen First year in year 1-2, first and second year in year 3-4</i>	Competitive 2, FLAS							
Fringe		29.90%	\$598.00	\$598.00	\$1,196.00	\$1,196.00		
3. Language Instructor for Korean <i>Add a second section for first year Korean in year 1-4 (75% by NRC and 25% by Pitt)</i>	Competitive 2, FLAS	\$4000 per course, 2 courses per year. Funded in cooperation with Pitt ASC Korea Endowment.	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	2	2A2
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,794.00	\$1,794.00		
4. Support for Advanced East Asian Languages <i>Support for 4th Year in Japanese, Korean, and Chinese Instructors: Stephen Luft, Mi-Hyun Kim, Xi Yu</i>	Competitive 2, FLAS	\$4000 per course, 2 courses each in Chinese, Japanese, and Korean per year. Funded in cooperation with Pitt EA Endowments.	\$6,000.00	\$6,000.00	\$4,000.00	\$4,000.00	2	2A2, 2C2
Fringe		29.90%	\$1,794.00	\$1,794.00	\$1,196.00	\$1,196.00		

6. Language Trailer Course Instructors <i>Support for three courses in Years 2-4.</i>	Absolute 1,	\$1500 per course. Funded	\$0.00	\$3,500.00	\$3,500.00	\$3,500.00	31	2C1, 2C2
	Competitive 2, FLAS	in cooperation with Pitt EA endowments						
Fringe		29.90%	\$0.00	\$1,046.50	\$1,046.50	\$1,046.50		
Subtotal Language Curriculum Development			\$18,186.00	\$27,928.50	\$33,124.50	\$33,124.50		
D. Outreach								
1. Outreach Coordinator <i>Oversight and administration of Pitt ASC K-12 outreach programs. 40% of 100% appointment.</i>	Absolute 1, 2	FY Base pay \$47000;	\$18,800.00	\$19,364.00	\$19,944.92	\$20,543.27	5	3A1, 3B1, 3B2, 4A1, 4C1, 4C2,
	Competitive 2, NRC	balance from ASC. 3% yearly increase						
Fringe		36.20%	\$6,805.60	\$7,009.77	\$7,220.06	\$7,436.66		
Subtotal outreach			\$25,605.60	\$26,373.77	\$27,164.98	\$27,979.93		
TOTAL SALARIES			\$80,041.20	\$134,105.32	\$134,174.67	\$147,314.05		
II. Fringe Benefits								
See above								See above
III. Travel								
A. International Travel								
1. East Asian Library Bibliographers' Travel <i>Yearly travel to Beijing to develop East Asian Library's collection</i>							5	
Per diem in Beijing (\$119) for three days			\$357.00	\$357.00	\$357.00	\$357.00		
Lodging			\$643.00	\$643.00	\$643.00	\$643.00		
Airfare			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		
Subtotal International Travel			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00		
B. Domestic Travel								
1. MSIs/Community College Faculty Development Collaborations. <i>Travel to MSI/Community Colleges for EA faculty development workshops. 3 people, twice a year.</i>	Competitive 1, NRC	Middle Georgia State College					2, 44	3C1, 3C2, 4A1, 4B1,
Per diem in Macon, GA (\$51) for 1.5 days, 3 people, twice a year			\$459.00	\$459.00	\$459.00	\$459.00		
Lodging (provided by MGSU)			\$0.00	\$0.00	\$0.00	\$0.00		
Airfare			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00		
2. Director travel to Washington D.C. for NRC Consultation								

<i>Travel to Washington D.C. in third year of grant cycle</i>								
Per diem in Washington D.C. (\$69) for two days			\$0.00	\$0.00	\$138.00	\$357.00		
Lodging			\$0.00	\$0.00	\$140.00	\$643.00		
Mileage reimbursement			\$0.00	\$0.00	\$272.50	\$1,000.00		
Subtotal Domestic Travel			\$1,659.00	\$1,659.00	\$2,209.50	\$3,659.00		
TOTAL TRAVEL			\$3,659.00	\$3,659.00	\$4,209.50	\$5,659.00		
V. Supplies								
1. Supplies for NRC related Activities			\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	40-47	
2. Printing & Supplies for NRC-supported conferences			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	40-47	
3. Georgia Consortium materials			\$500.00	\$500.00	\$500.00	\$500.00	13	3C2, 4A1, 4B1,
4. EA Library Development							24-26	
<i>Increase access for students and public to EA research materials.</i>			\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00		
5. Chinese Village-level Gazetteers							5, 25	
<i>Funds to scan and develop online database of village-level records.</i>			\$1,500.00	\$1,000.00	\$0.00	\$0.00		
TOTAL SUPPLIES AND MATERIALS			\$15,000.00	\$14,500.00	\$13,500.00	\$13,500.00		
VIII. Other								
A. Outreach								
K-12/Social Studies								
1. Mid-Atlantic Region Association of Asian Studies Social Studies Workshop							44	
<i>for K-12 educators in the Mid-Atlantic Region</i>	Absolute 2	Co-sponsored with the Association of Asian Studies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00		3C2, 4A1, 4B1,
	Competitive 2, NRC							
2. East Asia in Local Schools							43	
<i>Classroom programs in K-12 schools</i>	Absolute 2	Co-sponsored by Japan American Society of Pennsylvania and Confucius Institute	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1, 3B1, 3B2, 4A1, 4C1, 4C2
	Competitive 2, NRC							
3. Digital East Asia Online							43	3B1, 3B2
a. Global 360°	Absolute 2	Co-sponsored with 5 other UCIS Centers	\$700.00	\$300.00	\$300.00	\$300.00		
	Competitive 2, NRC							
b. Web Resources for Educators	Absolute 2	Co-sponsored with the Freeman Foundation	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	40	4A1
	Competitive 2, NRC							
4. Pennsylvania Governor's School							43	
<i>Summer residential program for high school students</i>		Co-sponsored with GSC	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		3A1
5. Model United Nations		Co-sponsored with 5 other UCIS Centers	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	42	3A1

6. K-12 Teacher Training Programs for teachers from foreign languages, language arts, and social studies	Absolute 2							
a. East Asia K-12 Educators Study Tours (Stipends to educators)	Absolute 2 Competitive 2, NRC	Co-sponsored by the Freeman Foundation	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	41-43	4A1, 4C1, 4C2
a. Summer Institute for Pennsylvania Teachers	Absolute 2 Competitive 2, NRC	In cooperation with the College in High School program	\$0.00	\$1,500.00	\$2,500.00	\$2,500.00	42	3A1,3B1, 3B2, 4A1
b. Global Issues Through Literature	Absolute 1, 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$910.00	\$910.00	\$910.00	\$910.00	46	3A1, 3B1, 3B2, 4A1
c. Interdisciplinary Global Educators	Absolute 2 Competitive 2, NRC	Co-sponsored with 5 other UCIS Centers	\$1,690.00	\$1,690.00	\$1,690.00	\$1,690.00	46	3A1, 3B1, 3B2, 4A1
d. Workshops in conjunction with Pitt ASC Conferences	Absolute 1,2 Competitive 2, NRC		\$750.00	\$750.00	\$750.00	\$750.00	3	
K-12/Language								
7. Chinese in K-12 schools	Absolute 2	CI	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	46	3A1, 3B1, 3B2, 4A1
8. PA High School Japanese Speech Contest	Absolute 2	Japan America Society of Pennsylvania (JASP)	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
9. PA High School Chinese Speech Contest	Absolute 2	CI	\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
10. PA High School Korean Speech Contest	Absolute 2		\$500.00	\$500.00	\$500.00	\$500.00	42-43	3A1, 3B1, 3B2, 4A1
11. Japanese Pedagogy Educator Workshops	Absolute 2	JASP	\$500.00	\$500.00	\$500.00	\$500.00	42-43	4A1
Postsecondary/Area Studies								
12. Pre-Service educator programs from foreign languages, language arts, and social studies	Absolute 2 Competitive 2, NRC							
a. Partnership for Advancing Globalized Education	Absolute 2 Competitive 2, NRC	In cooperation with the School of Education.	\$1,125.00	\$1,125.00	\$1,125.00	\$1,125.00	45	4C1,4C2
b. Pennsylvania Teaching International Studies Through the Arts program for K-12 educators	Absolute 2 Competitive 2, NRC		\$0.00	\$4,000.00	\$0.00	\$4,000.00	45	3A1, 3B1, 3B2, 4A1
13. MSI/Community College Collaborations <i>Workshops, webinars and resources</i>	Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers and MSI/Community College Partners	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	45	3C1, 3C2, 4B1
14. Nine University and College International Studies Consortium of Georgia Workshops	Competitive 1, NRC	Co-sponsored with the Nine University and College International Studies Consortium of Georgia	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	3C1, 3C2, 4B1

15. Young Scholar China Curriculum Development Workshops	Competitive 1, NRC	Sponsored in cooperation with the Chiang Ching-kuo Foundation	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	45	4B1
16. Conferences on the theme of "Global East Asia"							3	
a. Migrants and Globalization <i>a conference on the East Asian diaspora</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$5,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
b. East Asian Diaspora: Labor and Infrastructure in the Americas <i>A conference on the connections between East Asia and infrastructure in the Americas</i>	Absolute 1	Funded in part by DSAS and Pitt endowments.	\$4,000.00	\$0.00	\$0.00	\$0.00		1A1, 1A2
c. Asia Pop speaker series <i>A speaker series about the global reach of Asian popular music.</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$3,000.00	\$0.00	\$0.00	\$3,000.00		1A1, 1A2
d. Sexual Slavery in Asia Conference <i>A conference analyzing the legal considerations of sexual slavery in Asia.</i>	Absolute 1	Funded in part by School of Law and Korea Foundation.	\$3,000.00	\$0.00	\$0.00	\$0.00		5A1, 5A2, 5B1
e. China and the Persianate World <i>A conference on the connections between China and the Persianate World</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$4,000.00	\$0.00	\$0.00		
f. Buddhism and Politics <i>A conference on the interplay of religion and politics in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$0.00	\$0.00	\$4,000.00	\$0.00		
g. Mapping Maritime Continuity Between East Asia and Africa <i>A conference analyzing East Asia's connections with Africa</i>	Absolute 1	Co-funded with the African Studies Program.	\$0.00	\$0.00	\$3,000.00	\$0.00		
h. China and the Globalization of Commercial Law <i>A conference analyzing China's effect on the globalization of commercial law</i>	Absolute 1	Funded in part by School of Law and Pitt China endowment.	\$0.00	\$0.00	\$4,000.00	\$0.00		5A1, 5A2, 5B1
17. Conferences on the theme of "Digital Creation"							5, 6	
a. Digital East Asia-Connectivity <i>A series of workshops on the digital humanities in East Asia</i>	Absolute 1	Funded in part by DSAS and Pitt China/Japan/Korea endowments.	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00		51A
b. Manchu Translation <i>A conference on the translation of Manchu texts</i>	Absolute 1	Funded in part by DSAS and Pitt China endowments.	\$0.00	\$3,000.00	\$0.00	\$0.00		
c. Development from the Bottom Up-- Village-level administration as a factor in China's 40-year Economic Boom <i>A conference on local administration in China</i>	Absolute 1	Funded in part by DSAS and China Endowments.	\$0.00	\$0.00	\$0.00	\$3,000.00		

18. Conferences on the theme of "Exploring East Asian Culture."							3	
a. Writing China from the Ground Up <i>A conference on nonfiction writing</i>	Absolute 1		\$5,000.00	\$0.00	\$0.00	\$0.00		
b. Japanese Food for Thought <i>A conference on Japanese food</i>	Absolute 1	Funded in part by DSAS and Pitt Japan endowments.	\$0.00	\$5,000.00	\$0.00	\$0.00		
25. Speaker travel (domestic) <i>Travel support for domestic speakers for 2-4 conferences per year.</i>			\$3,200.00	\$3,900.00	\$2,000.00	\$2,200.00	3	1A1, 5A1
26. Speaker travel (international) <i>Travel support for international speakers for 2-4 conferences per year.</i>			\$4,250.00	\$2,140.00	\$1,800.00	\$1,500.00	3	1A1, 5A1
Postsecondary/Language								
28. Pennsylvania Chinese Speech Contest <i>Statewide contest for college students</i>	Competitive 1, NRC	Co-sponsored with Pitt CI	\$500.00	\$500.00	\$500.00	\$500.00	46	
29. East Asian Languages Regional Instructor Workshop <i>for teachers of C, J, and K - Prof service fees for lecturers, travel/per diem, and materials</i>	Absolute 2 Competitive 1, NRC	Co-sponsored by EALL	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	46	2A1, 2A2, 2C1, 2C2
30. Language Trailer Course Development	Absolute 1, Competitive 2, FLAS		\$3,000.00	\$0.00	\$0.00	\$0.00	31	2C1, 2C2
31. FLAC Coordinator Travel			\$0.00	\$1,500.00	\$0.00	\$0.00	31	2C1, 2C2
Postsecondary/Career Advising								
32. "International Toolkit" Undergraduate Student Program							4,17,19,20,38,39	
<i>a. Career Workshops</i>	Absolute 1 Competitive 1, NRC		\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00		1C1, 1C3
<i>b. Career Readiness and International Toolkit Graduate Fellow</i>	Absolute 1 Competitive 1, NRC	Co-sponsored with 5 other UCIS Centers	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		1B2, 1C1, 1C2, 1C3
33. ASConnect Alumni programming and tracking <i>for NRC activities.</i>			\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	26	
Business, Media, General								
36. Shanghai Refugees curriculum development <i>Consultation and curriculum development for a documentary on WWII refugees displaced to Shanghai.</i>	Absolute 2	Funded in conjunction with NEH grant for documentary film.	\$5,000.00	\$2,500.00	\$2,500.00	\$0.00	47	5A2, 5B1
37. Support of Local Asian Film Festivals			\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	48	5B1

38. Museum Partnerships in East Asia	Absolute 2		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	12, 28, 47	5B1
39. Toshiba Japan Lecture Series			\$250.00	\$250.00	\$250.00	\$250.00	47	5A2, 5B1
Subtotal Outreach			\$81,975.00	\$73,665.00	\$65,925.00	\$62,325.00		
B. Course Development								
1. Digital Technology in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$1,000.00	\$0.00	\$0.00	\$0.00	3, 6, 37	
2. Religion and Medicine in East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$1,000.00	\$0.00	\$0.00	3, 37	
3. Modern Music: East Asia Course Development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC Japan endowments.	\$0.00	\$0.00	\$1,500.00	\$0.00	37	
4. Contemporary Chinese Non-Fiction Course development	Absolute 1	\$4000 per course. Co-funded by Pitt ASC China Endowment.	\$2,000.00	\$0.00	\$0.00	\$0.00	3	
Subtotal Course Development			\$3,000.00	\$1,000.00	\$1,500.00	\$0.00		
C. ASC Program Evaluation								
1. On-line Instrument development and upkeep.		In cooperation with UCIS	\$1,500.00	\$1,000.00	\$500.00	\$0.00	14-17	
2. Survey management		In cooperation with UCIS	\$750.00	\$1,000.00	\$1,000.00	\$2,000.00	14-17	
3. Focus groups of students and faculty		In cooperation with UCIS	\$0.00	\$1,000.00	\$0.00	\$1,000.00	14-17	
4. External Evaluation					\$4,000.00		14-17	
5. Analysis and Reports with outside consultant		In cooperation with UCIS	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	14-17	
Subtotal Evaluation			\$4,250.00	\$5,000.00	\$7,500.00	\$5,000.00		
TOTAL OTHER			\$89,225.00	\$79,665.00	\$74,925.00	\$67,325.00		
IX. Total Direct Costs			\$187,925.20	\$231,929.32	\$226,809.17	\$233,798.05		
FOUR YEAR TOTAL						\$880,461.73		
X. Indirect Cost @8%			\$15,034.02	\$18,554.35	\$18,144.73	\$18,703.84		
FOUR YEAR TOTAL INDIRECT						\$70,436.94		
TOTAL NRC COST WITH INDIRECT			\$202,959.22	\$250,483.66	\$244,953.90	\$252,501.89		
NRC FOUR YEAR TOTAL COST						\$950,898.67		
XI. Training Stipends								
Academic Year Fellowships								

Graduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Three (3) Institutional Payments: Tuition/Fees @ \$18,000	Competitive 2, FLAS		\$54,000.00	\$54,000.00	\$54,000.00	\$54,000.00		
Three (3) Stipend Payments @ \$15,000	Competitive 2, FLAS		\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00		
Undergraduate Student Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Institutional Payments: Tuition/Fees @ \$10,000	Competitive 2, FLAS		\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00		
Five (5) Stipend Payments @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Summer Fellowships							2, 7, 20, 24, 48-50	2A2, 2B1
Five (5) Undergraduate and Graduate Student Fellowships: Tuition/Fees @ \$5,000	Competitive 2, FLAS		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00		
Five (5) Stipend Payments @ \$2,500	Competitive 2, FLAS		\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00		
FLAS Fellowships Total			\$211,500.00	\$211,500.00	\$211,500.00	\$211,500.00		
FLAS GRAND TOTAL						\$846,000.00		
XII. Total Costs			\$414,459.22	\$461,983.66	\$456,453.90	\$464,001.89		
NRC and FLAS GRAND TOTAL						\$1,796,898.67		

Note: Project Director Joseph Alter will manage the grant and take part in some of these grant activities as part of his regular responsibilities as Director of the Asian Studies Center. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

Abstract

The Asian Studies Center (ASC) at the University of Pittsburgh (Pitt) is an area studies center and language training program housed within the University Center for International Studies (UCIS). ASC was founded in 1969 to expand the number of experts on East Asia (EA) who will apply their language skills and area studies knowledge to the field of government, the professions, and international development. This proposal for a Title VI Undergraduate National Resource Center (NRC) with FLAS (Foreign Language and Area Studies) Fellowships requests support to expand ASC's successful programs and build new initiatives to promote area studies and advanced language acquisition around the theme of *East Asia and the World: Interactions and Connectivity*. In close collaboration with affiliated faculty, ASC will enhance East Asian Studies (EAS) with a global perspective engaging new digital technologies and analytical methods. Combining NRC funding with the University's recent \$1 million global strategic investment, East Asia-related activities are integrated into an institutional-wide platform that will guide transformational action across all academic units, and expand Pitt's impact through transnational learning, research, and community engagement.

ASC institutional strength is manifest in a strong, diverse faculty in both arts and sciences and the professional schools, with intensive focus on undergraduate teaching and research. The Center has actively fostered the growth and development of the National Consortium for Teaching about Asia (NCTA) and the Confucius Institute, two widely recognized, award-winning outreach programs for teacher training. Pitt has for decades wisely invested in the acquisition of library resources, enabling the East Asian Library to gain national recognition as a leading center for research, study and technological innovation. Leveraging new commitment from the University, ASC has strategically invested endowment funds to make effective use of existing resources for

research and teaching initiatives in China, Japan and Korea. The success of language programming in EAS is manifest in significant increase in undergraduate student interest in the study of Korean language and culture.

Building on its well-established reputation, **ASC is proposing the following initiatives.** To both meet demand and expand EAS, ASC is proposing to increase teaching strength in Korean language training and curriculum development with strategic investment in recruitment coordinated with the Department of East Asian Language and Literature. Recognizing the growing significance of East Asia in Asia and the world, ASC is also proposing to add Tibetan language training to compliment study abroad opportunities and research interests. In concert with faculty research initiatives, ASC is proposing to establish interdisciplinary courses and conferences that provide critical insight on East Asian globalization. Research, teaching and interdisciplinary conferences will engage with new analytical and methodological approaches in digital scholarship. This initiative dovetails with the ASC proposed plan to collaborate with the East Asian Library to expand and integrate digital humanities into programming, archival collection and undergraduate education broadly. Recognizing the positive impact of diversity on higher education, the ASC is proposing to strengthen its commitment to this ideal by leveraging strength in EAS to deepen academic ties and more effectively collaborate with community colleges and Minority Serving Institutions. With strong outreach programs in eleven states and close collaboration with Pitt's School of Education, ASC is proposing to hire a designated outreach coordinator to further enhance regional teacher training initiatives that expand EAS in K-12 pedagogy and programming.

General Education Provisions Act (GEPA) Section 427 Statement

The University of Pittsburgh (Pitt), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. The policy applies to admissions, employment, access to and treatment in University programs and activities. This commitment is made by the University and is in accordance with federal, state and/or local laws and regulations.

In recruiting participants for its programs, the Asian Studies Center (ASC) will assure that recruitment and selection are in compliance with affirmative action mandates and any applicable laws. ASC's community programs such as lectures, films, and workshops bring program faculty and staff into contact with numerous student, school and regional community organizations; maximizing the likelihood of participation by members of underrepresented groups. For example, ASC holds a Japanese language contest that brings a diversity of students to campus from Pennsylvania public schools.

Finally, the DRS office maximizes accessibility to all classrooms, coursework, and services through wheelchair-accessible entries and restroom facilities, Braille signage, and easy access to University Police and Safety services. Faculty members work with the DRS to provide assistance and listening services, screen readers and other appropriate accommodations. The University resources will be available to all program participants insuring this project maximizes accessibility.